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ABSTRACT

A project was developed to provide technical assistance and staff development to the Wisconsin Vocational Equity Leadership Cadre to enable them to assist local districts in meeting the equity assurances in the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 as well as Wisconsin's equity goals as prescribed in state law. The staff development part of the project included 8 days of training provided to approximately 80 members of the cadre, a group of educators responsible for providing regional training for local school districts. This training was designed to build participant skills and expand their knowledge of equity issues and how they affect school climate, students' career choices, vocational training, and preparation for work and family roles. Technical assistance, resources, and information will continue to be provided on an ongoing basis and as the needs of the members dictate. The project also provided the following: assistance for the University of Wisconsin-Stout Equity Resource Center; technical assistance for schools in processing equity assessment surveys and compiling the results for local school districts; and a survey for the Bureau of Vocational Education of national and state equity professionals to ascertain future directions for Perkins funding. (Six appendixes, constituting the bulk of the document, contain the following project materials: list of cadre participants; cadre meeting agendas, evaluations, and list of handouts; resource guide--an 82-page annotated bibliography; newsletters; composite report summary; and training agenda, evaluation summary, and a list of participants.) (KC)

ED 382 885

FY95

WISCONSIN VOCATIONAL EQUITY LEADERSHIP CADRE SUPPORT PROJECT

Center for Vocational, Technical and Adult Education

University of Wisconsin-Stout

Menomonie, WI 54751

Submitted by Linda L. Riley

Associate Researcher/Project Director

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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Wisconsin Vocational Equity Leadership Cadre
Support Project
June, 1995
FINAL REPORT

CE 069 221

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WISCONSIN VOCATIONAL EQUITY LEADERSHIP CADRE SUPPORT PROJECT FINAL REPORT

PROGRAM IDENTIFICATION

Name of Project:	Wisconsin Vocational Equity Leadership Cadre Support Project
	Center for Vocational, Technical and Adult Education
	University of Wisconsin-Stout
Total Budget:	$85,914
Project Contact Person:	Linda L. Riley
Title:	Associate Researcher/Project Director
Signature:	Linda L. Riley
Phone number:	(715) 232-1885
Date:	June 28, 1995

PROJECT ABSTRACT - FY95

This project will provide technical assistance and staff development to the Wisconsin Vocational Equity Leadership Cadre to enable them to assist local districts in meeting the equity assurances in the "Carl D. Perkins Vocational and Applied Technology Education Act of 1990"; as well as Wisconsin's equity goals as described in the state guidelines and proscribed by Wisconsin law.

The staff development component of this project includes eight days of training provided to approximately 80 members of the Wisconsin Vocational Equity Leadership Cadre, a group of educators responsible for providing regional training for local school districts. This training is designed to build participant skills and expand their knowledge of equity issues and how they impact on school climate, students' career choices, vocational training and preparation for work and family roles.

Technical assistance, resources and information will be provided on an ongoing basis and as the needs of the members dictate. In the past, assistance has included help with developing and presenting local workshops on a variety of equity issues including awareness, choosing, entering and completing nontraditional vocational programs, equity issues in tech prep and youth apprenticeship, curriculum strategies and activities, understanding s.s. 118.13, sexual harassment, and implementing the five phases described in the Wisconsin Model.

Additionally, the project will maintain, update, and expand the DPI/UW-Stout Equity Resource Center started in FY93. The purpose of this center is to purchase high-cost, low-use resources to share with cadre members and local school districts.

The project will also provide technical assistance for new schools entering CPA funding by processing the equity assessment surveys administered with the instruments in the "model" and compiling them into readable reports for local school districts.

Finally, this project will address the requests from the Bureau of Vocational Education, Wisconsin Department of Public Instruction, to conduct a survey of national and state equity professionals to ascertain future directions for Carl Perkins equity funding; and to review, pilot test, revise and make recommendations on the Gender Equity Competency Survey developed by the CHOICES Interagency Committee.

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WISCONSIN VOCATIONAL EQUITY LEADERSHIP CADRE SUPPORT PROJECT FINAL REPORT

INTRODUCTION

Promoting vocational equity in Wisconsin was the major goal of the FY95 Wisconsin Vocational Equity Leadership Cadre Support Project funded by the Wisconsin Department of Public Instruction through Carl Perkins Funds. It was designed to provide technical assistance, coordination, training and resources to CESA Consortium Equity projects serving all school districts in Wisconsin. The primary focus of the project was to train regional equity leaders responsible for assisting local district staff in implementing the Wisconsin Model for Sex Equity in Career and Vocational Education resulting in the development of a local long-range equity plan and to provide technical assistance and resources to local districts. This final report summarizes participant data on the "Summary Data-Vocational Equity Activity Participants" Form PI-1319 and in the Achievements and Services Provided to Reduce Sex Bias and Sex Role Stereotyping in Vocational Programs portion of the Annual Achievement Report Form PI-1309-IIB. This report also lists specific project goals/objectives and outcomes.

D P I

Wisconsin Department of Public Instruction
ANNUAL ACHIEVEMENT REPORT
for Vocational Education
PI-1309-IIB (Rev. 9-93)

INSTRUCTIONS: Complete **one report covering Sex Equity activities.** Return original and one (1) copy to:

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
BUREAU FOR VOCATIONAL EDUCATION
125 SOUTH WEBSTER STREET
P.O. BOX 7841
MADISON, WI 53707-7841

Collection of this information is a requirement of P.L. 101-392.

Fiscal Agent	Contact Person/LVEC	Phone No. *(Area)*
University of Wisconsin-Stout	Linda L. Riley	(715) 232-1885
Project No.	District/CESA Code	
PAE 00000746	----	

SEX EQUITY

A. Number of Participants in Sex Equity Programs.

*INSTRUCTIONS: To provide a profile of the total participants in your funded sex equity activities, complete and attach **one** PI-1319 (Summary Data-Vocational Equity Activity Participants) form. This form should summarize **all** your activities for the fiscal year.*

B. Achievements And Services Provided To Reduce Sex Bias And Sex Stereotyping In Vocational Programs.

INSTRUCTIONS: By gender, enter the number of students and adults served in each support service/activity "1" through "40" below. In addition, enter the number of clock hours spent on each activity.

SUPPORT SERVICES/ACTIVITIES	NUMBER OF INDIVIDUALS SERVED				
	No. of Clock Hours Spent on Activity	Students		Adults	
		M	F	M	F
1. Providing adult role models in non-traditional careers through business/industry partnerships and field trip experiences	0				
2. Planning/conducting career day/career fair activities focusing on non-traditional careers	-*				
3. Counseling non-traditional career students	-*				
4. Modifying/developing equitable curriculum materials	-*				
5. Providing in-service programs on equity issues	-**				
6. Fostering work between schools/industry/post secondary on equity issues	60	#'s not available			
7. Mentoring students and/or staff members	0				
8. Conducting networking or support activities on equity issues	-*				
9. Recruiting non-traditional students for career areas	-*	Does not apply			
10. Participating in regional/area meetings on equity issues CHOICES,	80				
11. Developing educational resources on equity issues UW ,CESA's, VTAE Resource Center	145	Accurate #'s not available			
12. Reviewing materials for bias and stereotyping Resource Center	130	Does not apply			
13. Coordinating diverse speaker panels on equity issues Cadre	50	Does not apply			
14. Presenting staff development training on equity issues Local Distr	cts 35			68	93
15. Participating in state-wide equity cadre training	40			79	180
16. Providing technical assistance to local schools/staff on equity issues	260			90	227
17. Training staff in the equitable treatment of students inc. GESA	104			8	17
18. Informing students of their rights under non-discrimination laws	0				
19. Implementing student training on diversity issues	0				
20. Conducting staff training on diversity issues	20	#'s not available			

* included in #11 and #17
** included in #14

SUPPORT SERVICES/ACTIVITIES	NUMBER OF INDIVIDUALS SERVED				
	No. of Clock Hours Spent on Activity	Students		Adults	
		M	F	M	F
21. Tutoring	0				
22. Notetaking/Recording	0				
23. Instructional Aides/Paraprofessionals	0				
24. Reduced Class Sizes	0				
25. Remedial Instruction	0				
26. Special Adaptive Equipment/Devices	0				
27. Special Adaptive Materials/Supplies	0				
28. Lab Fees & Supplies	0				
29. English as a Second Language	0				
30. Interpreter	0				
31. Special Populations Coordinator	0				
32. Mentoring	0				
33. Support Groups	0				
34. Dependent Care	0				
35. Transportation	0				
36. Supplemental Assessment Services	0				
37. Supplemental Placement/Transition Services	0				
38. Designated Vocational Instructor	0				
39. Adapted Curriculum/Testing	0				
40. Other *(Please Indicate)* Equity Survey Processing	40	4565	4401	541	631
Annual Composite Report	15	Does not apply			

C. Description of the Accomplishment of Preparatory Services and Vocational-Technical Education Programs And Supportive Services For Girls And Women Ages 14 to 25.

INSTRUCTIONS: Describe in as much detail as necessary at least 3- 5 accomplishments <u>for students</u> as a result of the activities or services within this funded sex equity project. If students under 14 or over 25 were served, indicate how and why they were served. What appear to be the critical or most important support services/activities in sex equity programs provided by this project?

Does not apply. Students are not directly served by this project.

See remainder of report for project objectives, evaluation and outcomes.

D. Programs Developed in Sex Equity.

INSTRUCTIONS: Attach samples of <u>everything</u> developed with project funds. This includes items such as newsletters, agendas for meetings, brochures, curriculum materials, videos, resources, etc. In addition, what were the most outstanding or exemplary portions of this sex equity project? Describe exemplary portions briefly in a narrative format.

Please see attached Program Achievement Summary including objectives, participants and outcomes; and the following appendices:

Appendix A: 1994-95 Cadre Participant List
B: Cadre Meeting Agendas, Evaluations, and List of Handouts
C: 1994-95 Resource Guide
D: 1994-95 Newsletters
E: 1994-95 Composite Report Summary
F: GESA Training Agenda, Evaluation Summary, and List of Participants

A separate Project Evaluation Supplement including copies of all meeting handouts was developed and mailed to Barbara Schuler and Marlene Klug at the Wisconsin Department of Public Instruction.

D P I Wisconsin Department of Public Instruction
SUMMARY DATA –
Vocational Equity Activity Participants
PI-1319 (Rev. 2-92)

INSTRUCTIONS: Complete to summarize participant involvement in any activity funded by the Vocational Equity set-aside of the Carl Perkins Vocational Education Act. Submit within 6 weeks of planned activity. ***Return address is preprinted on reverse.***

This information is collected for federal reporting and accountability purposes (per PL 98-524).

District	CESA
University of Wisconsin-Stout	---

1. Participant Type	2. Total Number	3. Participants by Gender Male	Female	4. Handi-capped	5. English as a Second Language	6. Participants by Ethnic Category: Amer. Indian/Alask. Native	Asian/ Pacific Islander	African American	Hispanic American	European American	Mixed Ethnicity
A. Students	8966	4565	4401								
B. Parents	----	----	----								
C. Administrators	40	26	14								
D. Counselors	61	30	31								
E. Librarians	7	2	5								
F. Elementary School Teachers	434	130	304								
G. Middle/Jr. High School Teachers	311	160	151								
H. High School Teachers	998	407	591								
I. CESA Staff	83	31	52								
J. Community Members	---	---	---								
K. Business Persons	---	---	---								
L. Equity Committee Members	Counted above										
M. Postsecondary Level Staff	Not available										
TOTALS ➤	10900	5351	5549								

unable to collect accurate data

Person Completing form	Activity	Activity Date	Telephone *Area/No.*
Linda L. Riley	DPI Equity Leadership	FY95	(715) 232-1885

PROGRAM ACHIEVEMENT SUMMARY

GOAL #1:

To provide technical assistance and support to the Wisconsin Vocational Equity Leadership Cadre and the Equity Regional Staff Development/Technical Assistance Projects serving local districts by providing activities which focus on eliminating bias and stereotyping and promoting vocational equity for **all** students.

PARTICIPANTS AND OUTCOMES:

- Planned, coordinated and conducted two training sessions for the Wisconsin Vocational Equity Leadership Cadre. (See Appendix A for list of participants and Appendix B for copies of the agendas, and evaluations and handouts.)

- Identified and disseminated approximately 530 pages of equity research and information to each cadre member. (See Appendix B for partial listing.) Provided opportunities for review of new equity resources from PEO, UW-Stout and CESAs through demonstrations and presentations at cadre meetings, regional meetings and the Statewide Equity Conference.

- Provided ongoing consultation and support to 86 cadre members and others working in equity in the State of Wisconsin through phone contacts, visitation, and provision of materials and resources as requested.

- Participated in equity networking with postsecondary institutions, regional agencies and CHOICES. Served as member of the Western Region CHOICES Advisory Committee, and the VTAE Equity Staff Development Advisory Committee.

GOAL #2:

To expand the capacity of administrators, counselors, and teachers in Wisconsin to eliminate bias and stereotyping in schools and to promote and achieve vocational equity for **all** students.

PARTICIPANTS AND OUTCOMES:

- The DPI/UW-Stout Resource Center was maintained, updated and expanded as follows:

  - Check out and distribution systems were improved

  - Dissemination records indicated that 280 resources were disseminated during the 1994-95 school year for use with students in the classroom as well as for inservice with teachers, administrators and community members.

- An additional 47 resources for the collection were identified and ordered based on input from cadre members and those deemed necessary to train teachers and teach students about equity issues. Particular emphasis was given to materials related to the equity issues of race, culture, sexual orientation, disabilities and other areas protected by the WI Pupil Nondiscrimination Law, ss. 188.13. Due to increased requests for materials for sexual harassment training for staff and students, duplicate copies of some resources were purchased. Additionally, the DPI donated 51 new items. The resource center now includes 264 resources.

- A Resource Guide was developed and disseminated to Cadre members and other interested parties. (See Appendix C - Resource Guide.)

- Participated in the planning, implementation and evaluation of the Statewide Equity Conference and provided a display of resources available from the DPI/UW-Stout Equity Resource Center.

- Wrote, published and disseminated two issues of "Vocational Equity News." Approximately 3,000 copies of each issue were disseminated. See Appendix D for copies of the newsletter.

GOAL #3:

To assist Carl Perkins' eligible school districts implement the *Wisconsin Model for Sex Equity in Career and Vocational Education*.

PARTICIPANTS AND OUTCOMES:

- Reviewed and revised informational handouts regarding the equity survey processing required in Phase III of the "Model."

- Assisted 15 school districts with planning, administering and analyzing the equity surveys.

- Coordinated data collection and survey processing for, and provided data tables to 15 school districts.

- Compiled and disseminated a composite report of the survey data collected in the 1994-95 school year. (See Appendix E)

GOAL #4:

To conduct research as requested by the Wisconsin Department of Public Instruction concerning the future priorities for using Carl Perkins funding in the areas of vocational equity.

Due to changes in priorities at both the state and federal level and discussions about reauthorization of the Carl Perkins Vocational and Applied Technology Act, the Wisconsin Department of Public Instruction concluded that this research was not timely and that the time and money could be more wisely used in some other area. Please see below for replacement work.***

GOAL #5:

To review, pilot test and revise the Gender Equity Competency Model developed jointly by the members of the CHOICES Interagency Committee.

Beginning in July, 1994, several meetings were held with the CHOICES interagency committee to discuss the Gender Equity Competency Model to be developed and pilot tested. As a result of different missions and philosophies, this goal encountered some implementation obstacles and all parties agreed that this objective would be dropped from this project and replaced with other tasks that needed to be addressed. See below.***

***

GESA (Gender/Ethnic Expectations Student Achievement) Training

At the request of the Wisconsin Department of Public Instruction, I attended a National GESA Team Training held in August, 1994, in San Diego, California. I am now a member of the National GESA Training Team (15 members) and able to train GESA Facilitators within the state of Wisconsin. Following the training, dates were established and announced throughout the state of Wisconsin for training for local district, regional agency and postsecondary staff in the GESA Model.

The first training was held June 5-7 in Menomonie, Wisconsin. Twenty-five people participated. See Appendix F for Agenda, Evaluation Summary and List of Participants. The second training is scheduled for September 21-23, 1995. To date, 21 people have registered for that training.

Appendix A

1994-95 Cadre Participant List

1994-95 Wisconsin Vocational Gender Equity Cadre Members

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... over ...

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Appendix B

DPI Vocational Equity Leadership Cadre Meeting Agendas, Evaluations and List of Handouts

Wisconsin Vocational Equity Leadership Cadre Meeting #1
Inn on the Park, Madison, WI
September 27 - 28, 1994
AGENDA

Tuesday, September 27

AM

8:00 - 9:00	Registration, Networking, Coffee, Rolls
9:00 - 10:00	Welcome and Overview Overview of 1994-95 Cadre Training Cadre Member Roles/Expectations 1994 and Beyond Collaboration with WTCS Introduction of Speaker
10:00 - 12:00	"The Difference in Being Different" Presenter: Richard Thieme, *LifeWorks*, Milwaukee WI
10:45 - 11:00	Break Provided
12:00 - 1:00	Lunch Provided

PM

1:00 - 4:00	Working Toward Cultural Competence Part I* - Exploring White Culture Presenter: Kent Koppelman, UW-LaCrosse
3:00 - 3:30	Break Provided
4:00 - 5:00	Cadre Chair/Equity Project Directors Meeting Capital West Room
5:00 - 6:00	Registration for UW-Stout Credit Capital West Room
4:00 - 6:00	Resources Available for Review/Preview Capital East Room

... over ...

Wisconsin Vocational Equity Leadership Cadre Meeting #1
Inn on the Park, Madison, WI
September 27 - 28, 1994
AGENDA

Wednesday, September 28, 1994

AM

7:00 - 8:00	Resources Available for Preview
7:00 - 8:00	Networking, Coffee, Rolls
8:00 - 9:30	Sharing, Sharing, Sharing
9:30 - 9:45	Break
9:45 - 11:30	Update and Reporting - Breakout DPI/WTCS DPI Meeting - Capital Room East WTCS Meeting - Capital Room West
11:30 - 12:30	Action Research, Melissa Keyes, DPI

PM

12:30 - 1:30	Lunch Provided
1:30 - 3:30	Talking Circles - Student Stories Students will reflect on their experiences as miniorities in predominately white educational institutions. Facilitator: Fran Johnson, Educational Equity Consultant, Wisconsin Technical College System Board
2:45 - 3:00	Break Provided
3:30 - 4:00	Wrap-up and Adjourn • Evaluations • CEU's • Surprises

* Spring Cadre Meeting, April 5-6, 1995, Stevens Point
Part II - Exploring Other Cultures: African American, American Indian, Hispanic American, S. E. Asian American

Wisconsin Vocational Equity Leadership Cadre
Inn on the Park - Madison, Wisconsin
September 27 - 28, 1994

FEEDBACK FORM

Please rate the sessions:	Very Helpful				Not Helpful	No Opinion/ Did Not Attend	**Mean**
Tuesday, September 27							
1. Introduction ..... *Barbara Schuler, Linda Riley*	5	4	3	2	1	0	**3.91**
Necessary							
2. The Difference in Being Different..... *Richard Thieme, LifeWorks*	5	4	3	2	1	0	**4.50**
Heard before but he always is insightful.							
Excellent							
Excellent							
3. Working Toward Cultural Competence, Part 1 - Exploring White Culture..... *Kent Koppelman, UW-LaCrosse*	5	4	3	2	1	0	**3.74**
Masculine rather than gender neutral language was very offensive							
4. Cadre Chair Meeting.....	5	4	3	2	1	0	**4.29**
5. Resource Review.....	5	4	3	2	1	0	**3.57**
Not enough free ones - ran out or people took too many							
Always worth while							
Much of the nontraditional information was very dated.							
O.K.							
Reviewed some of the videos.							

Wednesday, September 28

Please rate the sessions:	Very Helpful				Not Helpful	No Opinion/ Did Not Attend	**Mean**
6. Sharing, Sharing, Sharing.....	5	4	3	2	1	0	**4.24**
Too long							
Excellent							
7. DPI Update.....	5	4	3	2	1	0	**4.14**
8. WTCS Update	5	4	3	2	1	0	**4.33**
9. Action Research..... *Melissa Keyes, DPI*	5	4	3	2	1	0	**4.26**
Awareness; processing of great examples							
10. Talking Circles - Student Stories..... *Facilitator, Fran Johnson*	5	4	3	2	1	0	**4.70**
Excellent							
Super							

This group seemed more interesting as time progressed. A focus group for these students to talk prior to coming before our group may have been helpful - to foster comfort, identify issues they most wanted us to become aware of, and maybe would create a rapport between them as a group too.

Where are the females! Many diversity (cultural) workshops use this concept please next time try a concept with a new twist!

Students could have received a little more direction so they were clearer about their role - however; this was, as always, where it is at; the reality of the school experience.

Would be good to have students that are still in high school. Where are the girls - only two girls and nine boys?? Where is the gender equity??

Only two young women. The group of people were quite honest. They are comments we have heard before.

Please rate the conference features:	Excellent				Poor	No Opinion	Mean
11. Overall workshop content.....	5	4	3	2	1	0	**4.46**
Top Notch.							
12. Workshop organization.....	5	4	3	2	1	0	**4.42**
Way too little time - too much stuff							
13. Handouts/AV.....	5	4	3	2	1	0	**4.48**
Always helpful							
14. Workshop facilities - meeting rooms, meals/breaks.....	5	4	3	2	1	0	**3.46**

Did not like lunch on Wednesday.

Expensive parking.

Long narrow rooms are tough.

Tables too small, cramped. Breaks great, lunches fine.

A little cool.

Cold. Arrangement was much improved the afternoon of the second day.

Liked being downtown Madison.

15. Other Comments:

Surprising that Wednesday's experts were all white and all male.

As a new member of the cadre, I found the conference to be very informative in several ways: 1) networking with members of my own cadre and others, 2) reflecting on important ideas, especially those of Richard Thieme and 3) discovering and reviewing resources. Student Panel: Nine males and two females, hmm...even in this panel, women were under represented. The students' comments were really interesting. No. Not interesting. Painful. And sometimes inspirational. We have so far to go.

We do not need to hear anything else about the DPI restructuring - and it seems always with a negative connotation. We in the field support John Bensen and his restructuring design. All we hear from DPI folk are condescending remarks about all the teams etc. Enough! We have too much work to do - let's do it. The multicultural competency piece is well organized and well grounded. Thanks! Thanks for the credit option.

As a suggestion, when having cadre meetings in Madison do it in a newer facility. The rooms were very old and dirty. Also it was very cold in the meeting rooms both days. I'm happy to receive all the info that was given. The sharing time was extra beneficial. It would be nice to have more network (social) time to get together with other cadre meetings.

Nice conference.

Richard Thieme was, by far, the highlight of this effort. Tuesday afternoon's program was much too long and contained very little context. Wednesday morning sharing too long - perhaps a round table structure would work better - to get to pick and choose topics of interest. While the DPI info is valuable to me, I believe our meetings need to contain info valuable to all participants - not just predominantly CESA people. Is there another forum in which to do "housekeeping" things? Your efforts are appreciated, no matter what my criticisms or suggest may otherwise imply. And, your commitment to this equity cadre group does not go unnoticed - thanks Linda (and all)!

I would have preferred one speaker on Wednesday - it seems either could have covered the other's area - lack of continuity having two separate people. The panel of students needed more concrete questions to respond to - given to them in advance. I was concerned there were only two young women on the panel - the young women seemed more in touch with their pain (surprise) but the tone was set by the young men with more of a why bother attitude. Too large a group - more facilitation would have been helpful.

I don't know if I have really explored the "white culture" and it would be culturally competent or even know where to enhance an area to increase my awareness!

Definitely like the idea of including the single parent teen parent into this cadre -so many of us also "wear" those hats. Would like more time to share with the other WTCSB members - this is so valuable in "creating and generating" ideas of programs to try in our districts and not have to start from scratch. Outstanding two days of info. Thank you.

I got SO many ideas to take home and try out - also - the networking/sharing time is wonderful.

Thieme - interesting insights, well organized, good choice for setting the time of this year's cadre. When thinking about adding to the group, consider the discomforts individuals have in talking in larger groups. Interaction diminished when the group grows larger and I believe learning also diminishes. Sharing - what a lot of good things to learn about. It generates ideas for us to use in our local areas. Keep this as part of our network. Might even be a good offering at the statewide conference. Good food at the breaks. Great to see fresh fruit available! Could we have another meeting (1 day?) per year so we could do some action research and keep each other updated on what is happening. I would like to hear Elizabeth Fennema, UW-Madison talk about how "math restricts girls lives rather than enrich as stated in the article shared as part of the action research. The student panel was not gender balanced. Do we continue to neglect the female ethnic minority?

Need to include WTC in sharing section. Linda Riley - no need to make excuses for what is not complete about the conference in your introduction - it diminished the value and expectations of new participants.

Parameters of culture handout full of language referring to "men." Presenters may need help with use of neutral or non-biased language. It is important to explore our dominant culture as a basis for exploring diversity. Missy's presentations are always interesting and educational. Talking Circle - wow - We were given advice and referred to as "you" - totally marvelous turn-around from speaker Monday afternoon using "we" for dominant culture (which eliminated several non Caucasian attendees).

The long room was not helpful.

Long narrow room very hard for those in the back to feel like participants. Breaks and other meals were great. Melissa did a great job with her shortened time period.

As a relatively new cadre member, I remain concerned that sex equity is being minimized at best, if not abandoned. You may say, we have "dealt" with it - we are not a static group and gender equity has not been "taken care of." Please consider not being so dicatomous and consider James Banks definition of multicultural education rather than the narrow definition it seems you have chosen - support for the implementation of our Sex Equity Plan is where??

Rooms were not very clean - the sheet had holes in them. The snacks were super!

Stay on time.

It was great to hear first hand from the students.

I know the "information" is important but it's "dry." Could it be integrated throughout the day vs. all at once in a large time slot. Student panel was excellent! But a little long - for them and us.

In sharing her "conflicts" or working of UW-Stout program - Equity Cadre and DPI-restructioning it is disconcerting to be pulled into the conflicts...If that info could be kept to a minimum and presented in a matter-of-fact way without emotional overlay (which is difficult to interrupt) AND only as it relates to funding, projects and students needs - it would be appreciated greatly! Time is so short to be in the cadre meetings it is desirable to be focused on presentations like Wednesday's agenda. In other words - keep the housekeeping stuff short, "down and dirty"!! As you can read this is frustrating for me personally! I know I need info, I value what you do, I have the need to know in order to be proactive, I know you need and value feedback from the group. Is there bet ter ways? Students - GREAT lesson in reality! Linda, I have always appreciated your file folder workshop handout organization; is that no longer possible?

Loved the Sharing portion.

Tuesday, September 27, I have a problem in Ken's video - looks more like a need to understand Myers/Briggs type personalities; video was insulting to me. His explanation did not justify video content to me. Seems to be dangerous to me to stereotype learning and personality styles to race/ethnicity without adequate justification/documentation. The video was a flaw in an otherwise outstanding inservice from Ken. Wednesday - Wasn't it impressive that amongst ourselves we have so much information to share with each other. So many of us are so active with so little resources. Imagine what this group could do with adequate funding? Yet, with so many new members in the cadre; I am concerned about their individual "equity competency." To my recollection, this is the first year in several that there was not a general orientation for new equity members and in some individual concerns that was very obvious.

List of Handouts
Fall Cadre Meeting
September 27-28, 1994

Cover
Agenda
Feedback Form
Cadre Membership List
Cadre Meeting Dates
Cadre Training - 1994 - An Introduction
List of Presenters
Credit Information/Requirements
List of Handouts/List for Resources for Preview
Multicultural Education: A Resource List (DPI, June, 1993)

Handouts - Richard Thieme

Handouts - Kent Koppleman

Articles:

Integrating the Study of Race, Gender, and Class: Some Preliminary Observations
Whites in Multicultural Education - Rethinking Our Role
White Privilege: Unpacking the Invisible Knapsack
Privileges of Racism - How Racism Benefits Whites Etc.
Transforming the Mainstream Curriculum
Melting Pot or Mosaic?
On Educating for Diversity: A Conversation with James A. Banks
MONOGRAPH - Bringing Multiculturalism to Vocational Education
American Racial Diversity - Recruiting and Retraining
Multicultural Literature: Recommended Reading for the Twenty-First Century

List of Resources for Review/Preview

Cross Cultural Communications
US: A Cultural Mosaic
Individual Differences : A Program for Elementary Students
Anti-Bias Curriculum
Understanding the Multicultural Experience in ECE
Mini Films on Prejudice
Multicultural Literature for Children and Young Adults

Wisconsin Vocational Equity Leadership Cadre Meeting
April 5 - 6, 1995

Agenda

WEDNESDAY, APRIL 5

8:00 - 8:30	Registration, Networking, Coffee and Rolls
8:30 - 9:00	Introduction, Review and Overview ***Fran Johnson**, WTCSB* ***Barbara Schuler**, WI DPI* ***Melissa Keyes**, WI DPI*
9:00 - 11:30	Exploring Hispanic Culture ***Richard Tafalla**, UW-Stout* ***Gloria Gonzales**, Milwaukee Area Technical College*
(10:00 -10:15)	(Break Provided)
11:30 - 12:30	Lunch Provided
12:30 - 3:00	Exploring Southeast Asian Culture ***Laotou Lo**, UW-Oshkosh*
(1:45 - 2:00)	(Break Provided)
3:00 - 4:30	DPI/WTCS Breakout
4:30 - 4:45	DPI-Funded Project Directors Meeting
4:45 - 5:00	UW-Stout Course Enrollees Only - Short Meeting
4:30 - 6:00	REST, RELAX, NETWORK AND PREPARE FOR DINNER AND WONDERFUL PERFORMANCE.
6:30 - 7:30	Dinner Provided (If you are registered.) Dinner begins promptly at 6:30.
8:00 - 9:30	***"Through the Eyes of a Friend"*** A nationally acclaimed presentation that brings the audience into the life of Anne Frank. Presented by Living Voices, Seattle, WA

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THURSDAY, APRIL 6

7:30 - 8:00	Coffee, Rolls, Networking
8:00 - 8:45	Cadre Sharing
8:45 - 9:00	Announcements
9:00 - 11:30	Exploring African American Culture ***Virginia Grant Stamper**, Compact for Educational Opportunity*
(10:00 -10:15)	(Break Provided)
11:30 - 12:30	Lunch
12:30 - 3:00	Exploring American Indian Culture ***Michele LaRock**, Nicolet Area Technical College*
(1:30 - 1:45)	(Break Provided)
3:0(- 3:30	Closing, Clock Hours Adjourn

Wisconsin Vocational Equity Leadership Cadre
Holiday Inn - Stevens Point, Wisconsin
April 5-6, 1995

FEEDBACK FORM

Please rate overall training:	Excellent				Poor	No Opinion	**Mean**
1. Overall workshop content.....	5	4	3	2	1	0	**4.73**
2. Workshop organization.....	5	4	3	2	1	0	**4.57**
3. Workshop facilities - meeting rooms, meals/breaks	5	4	3	2	1	0	**3.89**
Please rate the sessions:							
Wednesday, April 5							
4. Introduction ..... *Fran Johnson, Barb Schuler, Melissa Keyes, Linda Riley*.....	5	4	3	2	1	0	**4.22**
5. Exploring Hispanic American Culture *Richard Tafalla, UW-Stout* *Gloria Gonzales, Milwaukee Area Technical College*	5	4	3	2	1	0	**4.17**
6. Exploring Southeast Asian Culture *Laotou Lo, UW-Oshkosh*	5	4	3	2	1	0	**4.76**
7. DPI Breakout.....	5	4	3	2	1	0	**4.20**
8. WTCS Breakout	5	4	3	2	1	0	**4.00**
9. "Through the Eyes of a Friend".....	5	4	3	2	1	0	**4.86**
Thursday, April 6							
10. Cadre Sharing.....	5	4	3	2	1	0	**4.03**
11. Exploring African American Culture *Virginia Grant Stamper, COMPACT*	5	4	3	2	1	0	**4.52**
12. Exploring American Indian Culture. *Michele LaRock, Nicolet Area Technical College*	5	4	3	2	1	0	**4.69**

... over ...

Summary of Comments:

Workshop Facility/Meeting rooms, meals/breaks

Too small, too cold, too warm, too noisy, bad vegetarian meal

Richard Tafalla

- Very knowledgeable
- Could have offered more concrete examples of how we could help group
- Richard was good but not truly of the culture(??? editor's note)
- Interesting but slow
- Wonderful. Learned a lot.

Laotou Lo

- Difficult to understand; a woman's perspective would have been helpful
- Fantastic - gave us good ideas about what we can do - very well done

Virginia Grant Stamper

- Hard to hear some of the time
- Should have had handouts of all her materials (2)
- Very interesting subject. Have her back to go into more detail
- Totally disrespectful of next speaker. We might address: when does our respecting a culture become condoning, abuse, inequities and inhumanities?
- Went a bit long but information was great

Through the Eyes of a Friend

Extremely moving.

Other Comments:

Appoint a timekeeper next time - not Linda, who already has plenty to do - to keep on time/track and avoid inconveniencing speakers. Food - fruit at breaks would be much appreciated.

We might want to address: When does our respecting a culture become condoning, abuse inequities and inhumanities? Speakers should not be tolerated to take up another speakers time!!! Lap top computers are wonderful but can we ask that they sit at a specific table to avoid having the noise distract others.

I really learned a lot. Keep doing these kinds of things, and keep asking about gender roles, even if the speakers don't always address them.

Very good!

It was an excellent two days - liked the experiential along with the cognitive. Was good to have total immersion in culture for two days.

Thanks for all your hard work this year. Isn't it a shame that funding causes such barriers - I wish we could just work! We have so much to do. My regrets about time with the cadre is that I want to do so much more than we are doing.

Good speakers!! Very productive in terms of info.

Good job!

The guest speakers were wonderful. I would have enjoyed longer discussions with them.

Presentations could include some activities - while presentations were great it was a long time to sit.

Good inservice - lot's of good information.

As much as everyone loves to get every bit of information from presenters, staying on schedule would have helped. The information presented was wonderful, but the primarily lecture format got to be a little long.

Absolutely the best cadre meeting we have had for two years! I complement your effort finding such quality presenters.

Wish presenters would have followed Linda's outline. Please check calendars - conflict with WVA Convention. Thanks for all of your work!

The Wednesday evening and Thursday sessions were absolutely excellent! I learned more in this day and a half than I have in a long time.

Once again this was an excellent workshop with a wide variety of presenters and information.

Great job - very thought provoking.

Meeting room was just a bit too "cozy." Very nice evening presentation.

The featured cultural speakers were all excellent, with very good information - all interesting! The dramatic evening performance was extremely effective as well.

Presentations were excellent! It has been very informative and a good experience!

Each of the speakers were very capable of speaking about the cultures and are to be commended for sharing.

The afternoon speaker on Thursday was forced to start 40 minutes late because of morning speaker over-run. There must be a polite way to stop a speaker who doesn't stop. The speakers were all excellent, providing insight to their specific cultural area.

The speakers were very good. It was new information for me and I learned a lot. I liked the cadre sharing session.

Liked hearing about the DPI Projects.

Cadre sharing was too short (although some people talked too long).

Wisconsin Vocational Equity Leadership Cadre Meeting
April 5 and 6, 1995

List of Handouts

Cover
Agenda
Feedback Form
Survey - Topics 1995-96 (We Need Your Help!)
List of Handouts
Resources on Display
1995-96 Cadre Meeting Dates
Presenter Names and Addresses

Articles/Resources Contained in folder:

Towards A Critical Multicultural Literacy
Multicultural Education Change
Creating a Gender-Fair Multicultural Curriculum
The Culture/Learning Style Connection
The Stereotype Within
The Work Force of the Future - Multi-Ethnic, Multicultural
There is No Hierarchy of Oppressions
Improving the Achievement of Hispanic Students
When Meeting "Common" Standards is Uncommonly Difficult
Teaching Equity - Native Americans
Wisconsin Tribes - Contact Information
Where Native Americans Live
A Look at Native Americans Across the USA
Statistical Indicators on Women" An Asian Perspective
Mutual Assistance Associations (MAA's)
The Hispanic Population of the United States: An Overview
Wisconsin's Migrant Education Program
United Migrant Opportunity Services, Inc.
Multifunctional Resource Center for Bilingual Education, University of Wisconsin-Madison

Limited Quantities - Located on Resource Table

Grace Coates: Professionalism, Pride, and Diversity
Just Don't Do This. Okay?
Stolen Children, Broken Hearts
What the Law Says About Who, What is "Indian"
Tradition 'In a Race Against Time'

... over ...

Reservation Casinos the Latest Gold Rush
Educating Wisconsin's Newist Immigrants
Who Are We? Hmong Children Want to Know Why Parents Fled Asia
Those Who Would Call Them 'Primitive' Don't Know History of Hmong People
Our Policies Brought the Hmong to U.S.
Questions and Answers About Working with the Hmong
The Dilemma - Hmong Women Must Juggle Two Cultures on the Path to College
Growing Up in Black and White
Deciding What's Black Behavior, What's White
More Big Firms are Embracing Their Diversity
Selected References on Mainland Southeast Asian Literature: Laos, Cambodia and Vietnam
Selected Multicultural Equity Resources for School and Classroom Use
Hispanic Americans in the United States - A Select Annotated Bibliography
America's Hispanic Heritage - An Overview of Hispanics in the United States
1993 United Migrant Opportunity Services, Inc. Program Reports
Planning to Identify and Integrate the Migrant Child into Your School
Working Women Count - Executive Summary
Popular, Pretty, Polite, Not Too Smart
Barbie at 35
Battle of the Sexes Starts in the Brain
Northland's Gay Teens Often Find Security in Silence

Appendix C

Resources - 1994-95

Guide

DPI/UW-Stout Equity Resource Center

Center for Vocational, Technical and Adult Education
University of Wisconsin-Stout
Linda L. Riley, Project Director

October, 1994

Funded by the Wisconsin Department of Public Instruction, through the Carl D. Perkins Vocational and Applied Technology Education Act, 1990. John Benson, State Superintendent, Barbara Schuler, Administrator, Vocational Equity/Single Parent Programs.

The Department of Public Instruction and UW-Stout do not discriminate on the basis of race, sex, age, religion, sexual orientation, handicap, national origin or ancestry.

DPI/UW-STOUT EQUITY RESOURCE CENTER

This catalog identifies and describes print and audio-visual resources available to Wisconsin Vocational Equity Leadership Cadre members on a free loan basis from the DPI/UW-Stout Equity Resource Center. Others wishing to access resources can do so through their CESA Equity Cadre Members.

LOAN POLICY: Our loan period is 14 days. The borrower is responsible for return postage and insurance when indicated on return instructions that accompany the resources.

EVALUATION: Each resource will include a feedback form designed to evaluate our resources as well as collect end-of-the-year reporting information for our funding source. We would very much appreciate your cooperation in completing and returning this form.

ACCESSING RESOURCES: Cadre members can access resources by completing and mailing the request form found at the back of this guide or calling our office at the number listed below.

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... over ...

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Title 101 Wonderful Ways to Celebrate Women's History

Grade K-Adult

Format Booklet

Description Looking for some new ideas to clebrate women's history? We've compiled a wide variety of successful and exciting program ieeas which have been undertaken by elementary and secondary schools, colleges, workplace program planners and community organizers, in small towns and big cities across the nation. You'll find ideas suitable for use or adaption for any purpose. A fun beginning to the study of women's history.

Title A-Gay-Yah: A Gender Equity Curriculum
Education Development Center, Inc.

Grade 6-12

Format Curriculum

Description **A-Gay-Yah: A Gender Equity Curriculum for Grades 6-12** is a comprehensive guide to increasing gender equity and cultural awareness in middle and high school students. By framing gender equity lessons within the context of Native American history and culture, this two-part curriculum offers teachers a unique opportunity to increase student awareness and knowledge in these key equity areas as they explore issues in U.S. history and social studies.

Title Activities to Celebrate Women's History

Grade K-6

Format Video (16 minutes)

Description See the wide range of successful women's history programs that elementary schools across the country have undertaken and enjoyed. This short video is sure to activate elementary school faculty and school parents! From quick-and-simple individual activities to complete-and-complicated class projects, twenty-two possibilities ensure that everyone will find inspiration.

Title Add-Ventures for Girls: Building Math Confidence - Elementary
Franklin, 1990. WEEA Publishing Center

Grade Elementary

Format Teacher's Guide

Description Fun, hands-on activities for elementary students that incorporate strategies and approaches particularly effective with girls.

Title Add-Ventures for Girls: Building Math Confidence - Jr. High
1990, WEEA

Grade Junior High/Middle School

Format Teacher's Guide/Activity Book

Description Fun, hands-on activities for middle school students that incorporate strategies and approaches particularly effective with girls.

Title Adelante, Mujeres!

Grade 9-Adult

Format Video (30 minutes) and Study Guide

Description The most comprehensive video on the history of Mexican-American/Chicano women. Spanning almost five centuries, from the time of the Spanish arrival in the western hemisphere to the present, the major events, themes organizations, and personalities all introduced chronologically to weave a powerful, affirmative story of women's lives.

Title Adopt-A-School Pamphlet

Grade K-12

Format Pamphlet

Description Are you looking for a project that will have a positive impact on the lives of hundreds of children? Your club or organization can "Adopt a School" to introduce students and teachers to fascinating women from U.S. History. Pamphlet includes many ideas for organizing/sponsoring an event.

Title After the War: A Family Album
NEWIST

Grade 9-Adult

Format Video (35 minutes)

Description In this oral history documentary, Hmong and Vietnamese refugees in Green Bay, Wisconsin recount their experiences of the Vietnam War. The producers of the video hope that more Americans will understand the great sacrifice and heroism of many Southeast Asian refugees who assisted the United States during the war.

Title America Fever
(1994)

Grade 9 - Adult

Format Video (15 minutes), Resouce Guide

Description Highlights the contents of a mid-19th-century Norwegian emigrant's trunks: a disassembled spinning wheel; heirloom embroidery, jewelry and clothing; and dried foods, copper kettles, and cooking utensils. Recreates both the excitement of the upcoming voyage and the bittersweet experience of saying goodbye to her family, probably forever. Handbills, maps, and advertising show the extravagent claims used to encourage Europeans to move to America.

Title America's Civil Rights Movement
Guggenheim, 1989. Teaching Tolerance

Grade Middle School, High School and Adult

Format Video (38 minutes), Text and Teacher's Guide

Description A free film and text curriculum kit for secondary schools. The 38-minute film *A Time for Justice* surveys key civil rights events through historical footage. The 104-page text *Free at Last* profiles those killed during the movement. A 32-page teacher's guide offers lesson plans for 1-day, 3-day or 7-day units.

Title American Women: Their Lives in Their Words
Rappaport, 1990. HarperCollins Publishers

Grade 7 - 12

Format Book

Description Here's the high school general reader we've all been wating for! Well-chosen, multicultural spokesperson from each period tell of women's roles and the evolution of feminist consciousness as women came to regard themselves as independent equals to men. Excerpts from letters, speeches, diaries and interviews are tied together with skillful narration to frame each piece.
(318 pages)

Title An Acquired Taste
Arlyck, 1985. Ralph Arlyck Films

Grade Adult

Format Video (26 minutes)
Discussion Guide

Description A filmmaker turns 40 and casts a wry look back at the school, work and media influences which have shaped his life (and all our lives) through four decades. The film poses critical questions about the pursuit of success - that particularly American fixation with being "number one."

Title Another Half
Hunter-Geboy, Wadsworth, 1985. Bill Wadsworth Productions

Grade 10-12

Format Video (27 minutes) and Discussion Leaders' Guide

Description ANOTHER HALF is a narrative film about two boys and their struggle to define their masculinity. ANOTHER HALF is a story of discovery...the discovery that men can be sensitive, responsible, gentle and caring...that they can be in touch with their inner selves...emotionally expressive...assertive as opposed to aggressive...vulnerable as well as strong...dependent as well as independent...that they can openly share their feelings with each other. ANOTHER HALF will stimulate teenagers to explore this new gender landscape. The story focuses on a situation which underscores the significant relationship between self-awareness and responsible sexual behavior. Discussion Leaders' Guide included.

Title Anti-Bias Curriculum: Tools for Empowering Young Children
Derman-Sparksanch, The A.B.C. Task Force, 1989. Louise Derman-Sparks

Grade Early Childhood, Elementary

Format Book

Description A highly readable book full of suggestions on helping staff and children respect each other as individuals, confronting, transcending, and eliminating barriers based on race, sex, or ability.

Title Anything You Want To Be
Brandon, 1971. New Day Films

Grade 7-12

Format Video (8 minutes)

Description A teenager's humorous collision with sex-role stereotypes.

Title Are You Ready
The Golden Rule Network

Grade High School

Format Color Video (32 minutes) and Discussion Guide
(See Golden Rule Network - topic: Career Planning to use in conjunction with this youth program)

Description This video is student focused and discusses preparing for making choices and choosing careers. It emphasizes the importance of math and science and finishing high school. It stresses the importance of communication, problem solving, practical and basic skills; as well as, the need for self-motivation, work ethic, flexibility and computer skills. It encourages students to explore natural talents, abilities and interests, and utilize volunteer work, exploration, goal setting and finding a mentor to assist in making choices. This presentation is well rounded and encourages personal responsibility and action. It is narrated by Holly Robinson (an actress) and utilizes appealing music in the background as well as excellent graphics. Depicts males and females and a variety of racial/ethnic backgrounds and includes handicapped students and high school dropouts.

Title As Boys Become Men: Learning New Male Roles
Irvington Publishers, Inc.

Grade 9-12

Format A curriculum for exploring male role stereotyping

Description The broad purpose of this curriculum is to help adolescent males and females explore masculinity as a set of learned behaviors and attitudes. It explores issues in eight areas including examining stereotypes, emotions, relationships, language and the media.

Title Backlash - The Undeclared War Against American Women.
Faludi, 1991. Crown Publishers, Inc.

Grade Adult

Format Book

Description This book challenges the central, and suspect, thesis of the backlash: that feminism is women's worst enemy, that the very changes that have strengthened women have actually led to their decline. In doing so, Backlash offers a timely and troubling picture of the female picture today, a picture that women and men combat and must not ignore.

Title Bafa' BaFa' - English Version
Shirts, 1977. Simile II

Grade Grade 10 - Adult

Format Simulation - includes cassette tapes, instructor's manual, and materials

Description A cross-cultural simulation designed to create a situation which allows us to profitably explore the idea of culture, create feelings which are similar to those one will likely encounter when one travels to a different culture and experiences observing and interacting with a different culture.

Title Behind the Mask
Ferguson, 1993. Anti-Defamation League

Grade Elementary

Format Video (8 minutes), Study Guide

Description An animated film that teaches the concepts of stereotype and prejudice. More than 200 children participated directly in the making of this film. A detailed study guide includes a week of colorful activities to supplement the video.

Title Being a Man

Grade K-12

Format Instructional Activites on Male Role Stereotyping

Description Explores sex stereotyping and discrimination - from the male perspective through a variety of instructional materials and activities.

Title Being Fair and Being Free
1986. Anti Defamation League of B'nai B'rith

Grade 9-12

Format Reproducible Lessons

Description Key aspects of human relations presented in the form of 20 reproducible lessons. The lessons help students understand the nature of prejudice, its long-range consequences, how it undermines the individual and the nation, and how it conflicts with basic American values.

Title Belle: The Life and Writings of Belle Case LaFollette
Riley, 1987. Her Own Words

Grade High School/Adult

Format Video (15 minutes) with Resource Guide

Description This program reflects the wide spectrum of early-20th-century feminism. More than just the wife of Wisconsin governer and congressman Robert Marion LaFollette, Belle Case LaFollette was a public figure in her own right. Belle was the first woman to graduate from the University of Wisconsin Law School; in her lifetime she fought for numerous causes including world peace and women's suffrage. As a teacher, editor, and a politician's wife, Belle lectured extensively on issues ranging from dress reform to coeducation. This portrait provides a balanced look at her life, from her relationship with her husband to her part in the campaign for women's suffrage. The narrative, drawn from Belle's writings, is enhanced by photographs of Belle, her family, and artifacts of the time.

Title Betty Tells Her Story
Brandon, 1972. New Day Films

Grade

Format Video (20 minutes)

Description A revealing exploration of beauty and self-image.

Title Beyond Macho
1993. Humanities, Inc.

Grade 11 - 12th Grade

Format Video (26 minutes)

Description This program explores the new roles for men that have evolved as a result of economic and cultural changes and the women's movement, and portrays a new species, the "house-husband."

Title Black Chronicle - An American History Textbook Supplement

Grade

Format Book

Description A brief summary of the dramatic and vital history of the African American experience supported by a very helpful bibliography. An excellent supplement to many American History texts that have serious omissions and distortions of the Black experience as well as inaccuracies in the portrayal of Black people.

Title Black Elk Speaks

Grade 9-Adult

Format Book

Description In this book he tells, as no man can ever tell it again, his vision of the meaning of life on this planet as it was for the Indian of the Western Plain, and as it might be for all men.

Title Black Women in White America: A Documentary History
Lerner, 1972. Random House, Inc.

Grade 9 - Adult

Format Book

Description A magnificent collection of original documents in a single, inexpensive volume. Covering the period from the 1800s to the present, these letters, journals, and other first-person accounts reveal the strength, pride and sense of community of Black women in the U.S.
(630 pages)

Title Book of Women (The) - 300 Notable Women History Passed By
Bob Adams, Inc.

Grade 9-Adult

Format Book

Description A wonderful way to introduce young women seeking role models or introduce anyone to the women our history books have often ignored, from rodeo stars and cartoonists to politicians and computer programmers.

Title Building Linkages/Building Fairness Resource Directory of Nontraditional Role Models for Career Exploration
Baldus & Foxwell, 1989. CVTAE

Grade 10-Postsecondary/Adult

Format Resource Directory

Description Contains listing of men and women (many working in nontraditional occupations) who have agreed to share their experiences with teachers and students.

Title Career Development with American Indian Women
1994. Center on Education and Work

Grade 9 - Adult

Format Book

Description This curriculum was designed as a supplement to the *Career Planning Curriculum for Single Parents, Displaced Homemakers and Single Parent Women* and follows the same format of three modules: Self-Knowledge, Career Exploration, and Career Planning. It is meant to provide instructors with supplementary background information, handouts, and activities to better address the needs and concerns of Native American/American Indian Women participating in career development programs.

Title Career Education for Disabled Women and Girls
Hopkins-Best, Murphy and Yurcisin, 1986. The Carroll Press

Grade 7-Adult

Format Trainer's Manual - Handbook of Activities

Description This book was written in response to the critical need for comprehensive and specific career preparation for disabled girls and women. The book is divided into eight topic chapters: Conquering Career Stereotypes, Utilizing Your Legal Rights, Assessing Your Career Potential, Asserting Yourself, Exploring Nontraditional Careers, Breaking the Barriers, Seeking Employment, and Balancing Personal and Professional Roles.

Title Career Fair - Survival Kit
Makiya, 1991. University of Hawaii

Grade 7-12

Format Booklet
Microsoft Word 4.0 Diskette

Description The purpose of this handbook/computer disk is to help school administrators, faculty, and staff plan and implement a career fair, just one type of activity that can be conducted to help students learn about occupations and expand life options. It contains a description of different types of career fairs, career fair coordinator's survival kit; and sample evaluations, forms, letters, and lists.

Title Career Opportunities in Apprenticeship
(1990)

Grade 9-12/Adults

Format Video (30 minutes)

Description This video is designed to interest white women and people of color in exploring apprenticeship as a means toward a satisfying job.

Title Carl
Williams, 1991

Grade 7 - 12

Format Video (35 minutes) and discussion guide

Description "Carl" is based on a true story of a young man who faced discrimination daily and took his own life when the teasing became too painful. Through the moving portrayal of Carl's life and death, members of the audience are compelled to examine their own reaction to people who may be different. "Carl" reflects the growing interest in ethical behavior of young people and gives perspective on the struggles between the disadvantaged and the priviledged and recognizes the emotional and psychological impact teasing has on students. A study guide is included.

Title Challenges: A Young Man's Journal for Self-Awareness and Personal Planning
Bingham, Edmondson and Stryker, 1984. Advocacy Press

Grade 9-12

Format Book

Description This book engagingly addresses the myths and hard realities teenagers must face entering adulthood and details the critical choices and challenges they must consider to become productive, independent human beings. These self discovery books practically teach themselves and help students to develop skills in goal setting, decision making, assertiveness and career research. Instructor's guides and consumable workbook available from publisher. This parallels the "Choices" book for females.

Title Changing Channels
Buschjost, 1990. Missouri Department of Elementary and Secondary Education

Grade 7 - 12

Format A five part video series (Approximately one hour per set)

Description This video series includes students, persons enrolled in featured programs, and persons employed in occupations using interactive teleconference technique. Provides an honest perspective on positive and negative attitudes experienced by nontraditional role models. Series includes: Introduction to High Tech Careers for Women, Drafting and Computers, Electronics and Robotics Manufacturing, Aviation and Avionics, and Laser Technology.

Title Changing Roles of Men and Women - Educating for Equity in the Workplace

Grade

Format Curriculum Guide

Description This comprehensive curriculum guide, updated in 1991, contains five units as follows:
Unit 1 - Changing Roles and Lifestyles
Unit 2 - Gender Bias and Sex Role Stereotyping
Unit 3 - Equity in the Workplace
Unit 4 - Individual and Institutional Opportunities To Promote Gender Equity
Unit 5 - Evaluation and Resources

Title Changing Words in a Changing World

Grade 10-12

Format Instructor's Guide and Book

Description Changing Words in a Changing World has two main purposes:

-to introduce students to principles and methods of linguistic inquiry

-to bring about an awareness of the pervasiveness of sexism in America

Title Checklist for Evaluating Materials (A)

Grade K-12

Format Book

Description Checklists available to evaluate textbooks in the following areas:
•Language
•Occupational and Social Roles
•Physical Appearance
•Guidelines for audio/visual materials

Title Choices, 1990
New Mexico State Department of Education

Grade 6-12

Format Video (30 minutes)

Description Interviews people who pursued nontraditional jobs based on nontraditional choices made in high school. (Drafter, construction worker, emergency room technician, industrial engineering technician, pulsed power technician, paramedic, firefighter, data transcriber, auto mechanic, radio grapher etc.)

Title Choices: A Teen Woman's Journal for Self-Awareness and Personal Planning
Bingham, Edmondson and Stryker, 1984. Advocacy Press

Grade 7-12

Format Book

Description This book engagingly addresses the myths and hard realities teenagers must face entering adulthood and details the critical choices and challenges they must consider to become productive, independent human beings. These self discovery books practically teach themselves and help students to develop skills in goal setting, decision making, assertiveness and career research. Instructor's guides and consumable workbook available from publisher. This paralells "Challenges" book for males.

Title Choices and Challenges Instructor's Guide
1984. Advocacy Press

Grade

Format Guide

Description

Title Choices and Challenges Workbook
1985. Advocacy Press

Grade 7-12

Format Workbook

Description All the exercises you see as you read Choices or Challenges (chapter one through eleven) are reprinted in this workbook.

Title Classroom Activities in Sex Equity for Developmental Guidance
1988. WI Department of Public Instruction

Grade K - 12

Format Activity Guide

Description The sex equity activities in this book have been selected and organization to complement the Wisconsin Developmental Guidance Model which focuses on the three major areas of student development; namely, learning competencies, personal and social competencies, and career and vocational competencies.

Title Clear Vision

Grade 9-12

Format Video (20 minutes)

Description In the video, a young man finds himself pregnant. It reverses the male and female roles as it looks at many of the issues of unplanned pregnancy including morning sickness, body changes, prenatal care, lack of support from partner, family and friends, diminished opportunities, parental and child care responsibilities. An effective program for teaching young men about sexual responsibility.

Title Comparable Worth: Analyses and Evidence
Hill and Killingsworth, 1989. Cornell University

Grade Adult

Format Book

Description Compensation according to comparable worth is one of the most sweeping changes ever proposed for the U.S. economy. Supporters and critics have often been more concerned with advocacy than with careful analysis. Here, at last, is a carefully reasoned discussion of this controversial issue. The contributors include Mark Aldrich, Robert Buchele, Ronald G. Ehrenberg, Joyce P. Jacobsen, and Elaine Sorensen. Each of the essays is followed by the comments of two respondents, including an attorney, a human resource management specialist, sociologist, and a political scientist. Their remaks extend the range and balance of this volume's approach. Relying on rigorous analysis and empirical evidence, *Comparable Worth: Analyses and Evidence* brings new insights and new evidence to the debate. This volume will interest economists, social scientists, and compensation specialists looking for a broad perspective on the topic of comparable worth.

Title Computer Explosion (The) - Implications for Educational Equity
1993. Mid-Atlantic Center for Race Equity

Grade K-12

Format Book

Description Integrating computers into the school curriculum can expand educational opportunities for students. However, without particular attention to equity issues the computer revolution has the potential to widen the gap between advantaged and disadvantaged, male and female, majority and minority students. It is our goal to prevent this from occurring. This notebook is designed to provide resources to educators interested in using computers to increase opportunities for all students.

Title Confronting Sexual Harassment on Campus (1992)

Grade College level students and staff and 11-12 Graders entering postsecondary training

Format Video (2 hours)

Description This video is of a teleconference sponsored and produced by the National Association of Student Personnel Administrators and examines various forms of sexual harassment (student-to-student, faculty-to-student, supervisor-to-employee, and colleague-to-colleague), the myths and facts surrounding sexual harassment, and the development of a campus "action plan."

Title Contemporary Perspectives on Masculinity: Men, Women, and Politics in Modern Society
Clatterbaugh, Westview Press

Grade Adult

Format Book

Description This book discusses contemporary sociopolitical perspectives on masculinity.

Title Counselor Staff Development to Achieve Vocational Equity for Disabled Girls

Grade

Format Final Report

Description This project involved staff development for 25 high school guidance counselors within CESA 10 and 11. A 3-credit course "Career Preparation for Disabled Girls" was developed and taught to this group. The counselors attended 24 hours of weekend and evening class sessions and devoted minimally an additional 10 hours to working directly with disabled girls in a variety of guidance activities. Each participant received and used the book, Reaching the Hidden Majority: A Leaders Guide to Career Preparation of Disabled Women and Girls. This is a detailed summary of objectives and evaluation.

Title Crossing Cultures II Third World Women
Valiant, 1983. Rutgers-The State University of New Jersey

Grade 6-12

Format Book - Classroom Activities

Description A book of ideas, materials, and activities focusing on Asian, Asian-American, Black, Hispanic and Native American Women.

Title Crossing the Line - Sexual Harassment Among Students
Kitchener, Reese, Sepler and Associates, Inc. and Bera, 1992. Intermedia, Inc.

Grade 7 - 12

Format Video (30 minutes) and four - 40-minute lessons

Description This program deals with sexual harassment among students which is being recognized as a form of discrimination that can deny students their education opportunity. "Crossing the Line" encourages students to examine and change their behavior concerning sexual harassment, and to create their own positive school environment. This new program includes a video, teacher's guide, overheads, student handouts, posters, and information for parents.

Title Dangerous Memories Invasion and Resistance Since 1492
Golden, McConnell, Mueller, Poppen, Turkovich, 1991. The Chicago Religious Task Force on Central America

Grade K-12

Format Book

Description This book is written in a different way from the usual history text. It is a source book for reading primary documents, comments on history, and historical summaries related to the colonization and conquering of the Americas. The authors have attempted to provide some of the vision and voices of the history which are not usually seen or heard in mainstream education curricula.

Title Creating Awareness in Sex Equity: An Instructional Unit in Sex Equity (1990)

Grade Middle School/High School

Format Book

Description An instructional unit designed to assist students and adults assess their own attitudes and plans, as well as attain an awareness of sex equity and bias.

Title Creative Ways to Supplement Biased Materials - An Instructional Unit in Sex Equity (1990)

Grade Middle School/High School

Format Book

Description This unit contains guidelines for dealing with sex bias language and illustrations, roles, and portrayals of personal traits and physical appearance of all people as well as a wide variety of discussion questions and activities to be used with students when it is necessary to use instructional materials that are biased.

Title Cross Cultural Communication: An Essential Dimension of Effective Education (1990)

Grade

Format Book

Description *Cross Cultural Communication: An Essential Dimension of Effective Education* discusses cultural differences that can lead to communication problems in the classroom and suggests behaviors that affirm rather than devalue a miniority student's culture. Since our educational institutions tend to reflect the norms and values of the majority culture, cultural misunderstandings often have a negative effect on a minority student's academic performance. *Cross Cultural Communication: An Essential Dimension of Effective Education* assists teachers to recognize and utilize student diversity in ways that enhance academic identity.

Title Dear Lisa: A Letter to My Sister
Clements, 1991. New Day Film

Grade 9-Adult

Format Video (45 minutes)
Discussion Guide

Description This film is a mosaic of varying statements, experiences and stories based on 13 interviews with women and girls from various backgrounds. Topic areas cover childhood play, the workplace, motherhood, relationships, body image, sexual assault and self-esteem.

Title Dictionary of Bias-Free Usage (The): A Guide to Nondiscriminatory Language
Maggio, 1991. The Oryx Press

Grade 5 - Adult

Format Book

Description Dictionary of bias-free terms

Title Dreamworlds
Jhally, 1990

Grade High School, College and Adult (CAUTION: PREVIEW BEFORE USING)

Format Video (55 minutes)

Description This tape presents an accessible way to be able to talk about these representations and the role they play in how, young people especially, think about and behave in everyday life with regard to sexuality and gender. It uses the images of music videos themselves, rearranged and recontextualized, to highlight the precise nature of this world. It concretizes the issues by examining the relationship between video images of women and the very prevalent problem of date rape and sexual violence toward women.

Title Education for Employment - A Standard for Wisconsin

Grade Adult

Format Video (28 minutes)

Description This program describes Wisconsin's Education for Employment Standard.

Title Educator's Guide to Aids and Other STD's, Wisconsin Edition, 1987

Grade K-12

Format Curriculum

Description Provides methods and materials to help teachers help students gain the knowledge and skills needed for realistic decision-making regarding STD's while emphasizing drug use prevention. Actively oriented, behavior approach to STD education.

Title Engineering: A Women's Career
Daniels, Purdue University

Grade 9 - Adult

Format Video (25 minutes)

Description This video starts out a bit slowly but the introduction is followed by interviews with many females in a variety of engineering jobs who share the advantages of careers in engineering as well as some of the aspects of being in a nontraditional field. The women also discuss activities, hobbies, marriage, families, and children in a way that portrays female engineers as well-rounded individuals who are involved in traditional as well as nontraditional pursuits.

Title Equity Principal (The) - An Inclusive Approach to Excellence
Grayson, 1987. D. Grayson & Los Angeles County Office of Education

Grade K - 12

Format Training Manual

Description This training includes research and self-assessment on effective schooling and what effective administrators can do to maximize the potential for all students to achieve. Equity concepts related to gender, race, disability, national origin and socio-economic class are infused to ensure an inclusive approach to excellence.

Title Examining Materials for Sex Fairness - An Instructional Unit (1990)

Grade Middle School/High School

Format Book

Description Instructional unit designed to assist in recognizing and evaluating negative and/or biased written and audio teaching materials.

Title Fable of He and She (The)
Noyes, Coronet/MTI Film & Video

Grade K - Adult

Format Video (11 minutes)

Description This animated fable by Eliot Noyes, Jr., gently challenges stereotyped and sexist thinking and celebrates the joys of individual self-expression.

Title Fatherhood: Past, Present and Future
Levine

Grade 9 - Adult

Format Audio Tape

Description A presentation from a public radio broadcast in which Dr. James Levine talks about fatherhood and family.

Title Finding Our Way - Men Talk About Their Sexuality
Kaufman, Lipman, Thompson

Grade Adult

Format Video (38 minutes) and Study Guide

Description How men view their own sexuality is the subject of this documentary. Gathered together for a weekend retreat to talk about their sexual selves, twelve men of different ages, backgrounds and sexual orientations participate in candid discussions that question the equation of aggression, domination and conquest with being male. A first step toward the creation of new role models, FINDING OUR WAY provides a rarely seen close-up of intergenerational men that will serve as an excellent springboard for discussion.

Title First Day of School in America (The)
Magic Video Productions/NEWIST

Grade 7 - 12

Format Video (40 minutes)

Description This 40-minute drama is the story of Kou Yang's first experience in an American high school. He doesn't understand English or the teachers, yet his parents expect him to do well. He also finds his accent and very self to be a source of amusement and disdain to his classmates. Yet in the midst of all this discomfort, Kou Yang finds he has a crush on an unattainable American girl. Watch Kou develop the courage to communicate with this girl. Watch how he, for himself, breaks down the wall of social isolation. The **First Day of School in America** was made by Magic Video Productions, a JTPA-sponsored video company employing Southeast Asian high school students in Green Bay, Wisconsin.

Title Flirting or Hurting? A Teacher's Guide on Student-to-Student Sexual Harassment in the Schools 1994. National Education Association & Wellseley College Center for Research on Women

Grade 6-12

Format Teacher's Guide

Description This guide may be used effectively in a variety of courses in grades 6 through 12 and can be tailored to suite particular time restrictions, age groups, and to the related lessons in your classroom. It includes a comprehensive introduction, six "core" lessons, supplementary activities, resources and relevant readings.

Title Follow Your Dream
(1988)

Grade Middle School/High School

Format Video (6:16) with Study Guide

Description This energetic music video gives the message that girls need to plan their careers. The process starts with a dream of career possibilities, then progresses into goal setting and making specific plans to attain that dream. The girls in the video envision becoming a record producer, firefighter, judge, civil engineer, and airplane pilot. Their teacher supports these aspirations by helping the students visualize themseves in specific careers. Finally, the video highlights these young women successfully engaged in their dream occupations. Even the credits reinforce a variety of career options.

Title From A auto mechanic to Z zoologist - Go For It!
Ucciferri and Butler

Grade Middle School/High School

Format A Directory of Role Models for Career Exploration

Description A role model directory of women in challenging careers.

Title Funny Ladies: A Portrait of Women Cartoonists
Briggs, 1991. New Day Films

Grade High School - Adult

Format Video (46 minutes)
Study Guide

Description Lively and intimate portraits of the cartoonists behind America's best-loved comic strips by women: "Brenda Starr," "Cathy," "Sylvia," and "Ernie Pook's Comeek." FUNNY LADIES reveals the process of creating a comic strip, examines the role cartoonists play in commenting on society and celebrates the contributions of women to cartoon art since the turn of the century.

Title Gender Issues in Contemporary Society
Constanzo and Oskamp, 1993. Sage Publications

Grade High school - Adult

Format Book

Description The study of how gender influences social life has moved from the outskirts of psychology to the center of current research in the field. Conflicts surrounding these issues not only have impacted the environments of home and work, but have also stood directly in the forefront of our national attention as was seen in the Thomas confirmation hearings and the William Kennedy rape trial.

Title Gender: The Enduring Paradox
1991. PBS Video

Grade High School

Format Video (58 minutes)

Description This program explores the subject of gender in American society, from the formation of childhood gender roles to socially-constructed notions of masculinity and femininity, exploring the validity of popular ideas about men and women and illustrating the paradox and contradictions of gender.

Title Golden Rule Network (The) - A National Forum on Career Planning for Youth, September 21, 1990

Grade Adult

Format

Description This tape's purpose is to educate viewers on the present status of career planning for youth. It is intended to generate discussion and provide new directions in the area of career planning. It should be used in conjunction with the videotape "Are You Ready?"

Title Growing Up Female
1990. New Day Films

Grade Adult

Format Video (50 minutes)

Description GROWING UP FEMALE shows the socialization of the American woman through a personal look into the lives of six women, ranging in age from 4 to 35. We see the forces that shape them - parents, teachers, guidance counselors, advertising images, pop music, and the institution of marriage. A classic film produced in 1971 at the birth of the modern women's movement, it offers us a chance to see how much has changed - and how much remains the same. Purchased by over 400 universities and libraries.

Title Guidelines for Sex-Fair Vocational Education Materials

Grade K-12

Format Books

Description Guidelines and checklist for examining vocational materials for bias in the areas of language, roles, personal traits, physical attributes and illustrations.

Title Girls and Boys Getting Along: Teaching Sexual Harassment Prevention in the Elementary Classroom

Grade K-6

Format Curriculum Guide

Description The goal of this program is primary prevention of sexual harassment and intervention to reduce the incidence of sexual harassment among students. Through a variety of activities the program provides students with factual information about personal safety, respecting one another, identifying sexual harassment, fostering positive gender-based relationships and promoting the use of positive conflict resolution skills when problems occur. Separate programs for K-3 and 4-6 are included in the manual.

Title Giving Direction to Life
Gipson, 1991. Project TEAM

Grade 7 - 12/Adult

Format Book

Description The major purpose of this publication is to highlight existing successful partnerships between Local Education Agencies (LEAs) and Community-Based Organizations (CBO's), to recognize barriers to such partnerships and provide strategies for partnerships that prepare youth and adults for tomorrow's work force.

Title Going Places: An Enrichment Program to Empower Students
Eldred, Bailey, Christiansen, Crane, Takashima, Van Gelder, Walker, Bacca, 1991. WEEA Publishing Center

Grade Middle School

Format Book

Description *Going Places: An Enrichment Program to Empower Students* is an important resource for schools seeking to reduce dropout rates and encourage high school success. Based on the successful San Diego model, *Going Places* addresses the specific needs of potential dropouts with a focus on enrichment and hands-on, cooperative group learning. This intensive program develops and builds self-esteem, improves problem-solving and decision-making skills, and develops leadership skills-all designed to help students begin high school with a successful experience. Details how to implement the program, how to recruit students, and guides teachers through the daily plan for eighteen weeks. Designed to help middle school students learn about themselves and think about issues, *Going Places* emphasizes support groups, a sense of belonging, and parent involvement in the education of their children. Description guides refer to three videos, "One of a Kind", "Seeing Yourself" and "Being Yourself."

Title Guidelines for the Creative Use of Biased Materials in a Non-Biased Way

Grade K-12

Format Book

Description Guidelines intended to aid vocational education teachers in recognizing and dealing with sex biases contained in classroom materials and how to mitigate their effects and to help students explore their own bodies.

Title Heart on a Chain: The Truth About Date Violence
Advanced American Communications

Grade 9 - 12

Format Video (17 minutes)
Discussion Guide

Description This informative program addresses the issue of teenage date violence by speaking directly to young abusers and victims. Dramatically staged, it demonstrates the behaviors of several teenagers as each relates to a dating partner.

Title Heroes and Strangers
Rasmussen and Heriza, New Day Films

Grade 9 - 12

Format Video (28 minutes)
Viewers Guide

Description Whether a hero or a stranger in the family, men's roles are changing. This documentary explores a father/daughter and a father/son relationship, revealing the complex social and economic forces affecting the role of men in the family. Raising provocative questions about love, work, and gender roles, HEROES AND STRANGERS will generate discussion about the possibility of change in family structures and relationships.

Title How High the Sky? How Far the Moon?
Menard, 1979. Education Development Center

Grade K-12

Format Activity/Curriculum Book

Description A comprehensive program for teaching science and equity at the same time. For grades K-12, lessons are arranged by grade levels and contain lesson plans and materials.

Title How to Tell the Difference: A Checklist for Evaluating Children's Books for Anti-Indian Bias
Slapin, Seale, Gonzalez, 1992. New Society Publishers

Grade K-12

Format Book

Description This checklist makes it easier for a teacher, parent, librarian or student to choose non-racist and undistorted books about the lives and histories of the People. Gives examples of several established criteria. (32 pages)

Title Increasing Options Through Life Work Planning
Gassman and Deutsch, 1990. WI Department of Public Instruction

Grade 7 - 12

Format Book, facilitator guide, activities, handouts, and resources

Description Life work planning is a process that helps individuals develop tools for gaining and maintaining self-direction in the face of many choices. It is a step-by-step method of examining skills, values, interests, and needs and is invaluable for surviving and thriving in a complex and rapidly changing world of employment, home and family, education and leisure.

Title Indian Giver, Jack Weatherford

Grade 7 - Adult

Format Video (45 minutes)

Description This program is an excellent description of how the modern world has been enriched by the gifts of Indian people in the material areas of economics, food, and medicine, as well as in the area of ideas such as democracy.

Title Individual Differences: A Program for Elementary School Age Children
Cummings, London, Moore, Raschke, Schwartz & Tofley, 1974. Madison Public Schools

Grade K-5

Format Activity Book

Description A wide variety of activities focus on issues that engage each student's individual capacities. They help children gain a better understanding of themselves as individuals and enhance their respect for differences in others.

Title It's In Every One of Us
Krutein & Pomeranz, 1987. Wernher Krutein Productions, Inc.

Grade K - 12/Adult

Format Video (7 minutes)

Description IT'S IN EVERY ONE OF US is a powerful reminder of our common humanity. This unforgetable seven minute video blends heart-warming images of our global family with music and lyrics that celebrate the human spirit. It lets us *feel* the wisdom and truth we all carry within us. Enchanting to both adults and children.

Title It's Not Always Happy At My House
MTI Film & Video

Grade K-12 **This program must be previewed and audience prepared before showing.**

Format Video (34 minutes)
Discussion Guide

Description Made especially for children, this program was designed to aid in breaking down the sense of isolation and secrecy that prevails in the battered family. In a realistic dramatization, the central family is shown taking the necessary, though not easy, steps to ensure their safety and to learn about the violence in their own lives. This program will also be an important consciousness-raising tool for individuals working with children, and those responsible for developing or administrating policy and legislation concerning domestic violence.

Title Jack and Jill Series: The Masculine Mystique

Grade

Format video (30 minutes)

Description This videotape outlines some of the restrictions men experience because of sex bias that may inhibit their emotional growth and trap them in unsatisfying careers. Narrated by Pat Sullivan and includes commentary from Warren Farrell and interviews with families and teachers. Athough clothing and hair styles are very dated, content is still (unfortunately) very relevant. Historically facinating and could be excellent for starting a discussion.

Title Juggling Lessons - A Curriculum for Women Who Go to School, Work, and Care for Their Families
The Network, Inc.

Grade

Format Instructor's Guide

Description Several instructional units, designed to stand alone or in conjunction with others, that provide practical knowledge and skills to assist students in managing the multiple responsibilities related to faimily, work and school.

Title Just Between Sisters: Futures Unlimited
Minority Women in Technology (1987)

Grade Middle School/High School

Format Video (approximately 30 minutes) and Resource Guide

Description This program, an the accompanying guide, promote nontraditional career choices for women.

Title Just What the Doctor Should Have Ordered
A Prescription for Sex-Fair School Health Services
Dunklie, 1989. WEEA Publishing Center

Grade K-12

Format Book

Description This manual provides a way for anyone concerned with health services--as a consumer, as a provider, or as an administrator--to evaluate health services and begin to identify ways to make them more equitable for girls and boys, for women and men. Includes sections on Title IX, pregnant students, sex education, student health insurance, sports medicine, AODA programs, etc.

Title Keepers of the Earth - Native American Stories with Environmental Activities for Children

Grade K-8

Format Book

Description This is a book about living, learning and caring. It features a collection of North American Indian stories and related hands-on activities designed to inspire children ages 5-12 and help them to feel a part of their surroundings. This emphasis is on an interdisciplinary approach to teaching about the earth and Native American cultures. Intended to provoke curiosity among children, the activities facilitate discovery of their environments and help children understand the influence they have on their surroundings.

Title Kylie's Song
Sheehan, 1988. Advocacy Press

Grade K-6

Format Book

Description Kylie's unique singing talent is scorned by her neighbors. But, with work and determination, she not only fulfills herself, but also earns their respect and love. Selected by the Coors Foundation for Family Literacy for their national program.

Title Let's Begin With Us - A Regional Equity Conference
Ross

Grade K-12

Format Manual

Description This manual describes how the Ysleta Independent School District in Texas implemented a sex equity regional conference. It includes many helpful hints and samples of letters, schedules, brochures, etc.

Title Louisiana Women in Nontraditional Occupations
Louisiana Department of Education

Grade 9-12/Adult

Format Video (of slides with narrative) (23 minutes)

Description A very long sampling of Louisiana women in nontraditional jobs. Narration includes descriptions of jobs, duties, promotions, salary, etc.

Title Maid of the North (The)
Phelps, 1981. Henry Holt and Company

Grade 4 - Adult

Format Book

Description Delightful! Twenty-one traditional folk/fairy tales featuring self-confident, heroic, clever, resourceful figures in leading or crucial roles. Heroines represent a variety of ethnic and cultural backgrounds, including American Indian, Japanese, Russian, Scandinavian, Celtic, and East Indian.
(176 pages)

Title Making Change for School Improvement
The Network

Grade

Format Game

Description Making Change for School Improvement is a tool for educators that simulates organization change in education settings. Organized as a training game, players have fun while they learn to manage change in schools. More importantly, players get the opportunity to try out real life strategies for changing policies and practices in a fictional school district, complete with administration, school staff, and members of the community.

Title Making Points
Girls Club of America, A Middlemarch Films Production

Grade 7 - 12

Format Video (11 minutes) - Leader's Discussion Questions

Description The pervasive effects of sex role stereotyping are vividly emphasized in the topsy-turvy world.

Title Making Points
Girls Club of America, A Middlemarch Films Production

Grade 7 - 12

Format Film

Description The pervasive effects of sex role stereotyping are vividly emphasized in the topsy-turvy world.

Title Making Waves: An Anthology of Writings By and About Asian American Women
Beacon Press

Grade 10 - Adult

Format Book

Description By and about women who trace their roots to Asia, this ground-breaking anthology includes autobiographical writings, poems, short stories, essays and photographs. Arranged thematically around topics of importance to this growing community - immigration, war, work, generations, identity, discrimination, and activism - this book shows that Asian-American women are not afraid to speak their minds.
(481 pages)

Title Male and Female: Respecting Each Other
Alfred Higgins Production, Inc.

Grade Junior-Senior High School

Format Video (18 minutes)

Description Dramatically emphasize how sex role stereotypes can negatively affect teens - and what they can do about it. Teens often feel confused over society's message about what is appropriate behaviors for males and females in their actions and attitudes regarding one another. The sources of misleading gender stereotypes are explored and refuted. This dramatic video provides insight and shows steps that can be taken toward recognizing unhealthy patterns and building relationships based on mutual respect and equality.

Title Man Oh Man
Clements, New Day Films

Grade

Format Video (18 minutes)

Description MAN OH MAN takes a loving, curious look at the forces which mold young boys into men. Men from all walks of life speak with humor and sadness about what is expected of them. Explores personal definitions of masculinity, inter-gender communications, self-worth, gender stereotyping, and changing roles. As an honest representation of one filmmaker's glimpse into the male world, it is guaranteed to spark audience interest and stimulate discussion.

Title Maryland Women's History Resource Packet - 1990

Grade

Format Book and Women's History Display Kit

Description A good model for creating local or statewide resources for Women's History.

Title Mathematics Anxiety/Avoidance Prevention Project

Grade K-12, Postsecondary

Format Book

Description The first section (Readings) includes articles on problems of math anxiety and avoidance to provide background on causes, consequences, and possible cures. The remaining sections (Teaching Techniques, Learning Activities, Anxiety Counseling, Career Counseling and Community Resources) are directed to mathematics teachers and counselors. They suggest specific ways the math anxiety/avoidance can be dealt with in the classroom, resource center, and counseling center.

Title Measures and Standards Teleconference
Missouri Department of Elementary and Secondary Education

Grade Adult

Format Video (1 hour, 15 minutes)

Description This live/interactive teleconference focuses on the development and implementation of a system of core measures and standards. It provides information regarding compliance information of Perkins II, discusses procedures for determining measures and standards and develops a greater understanding of the role of measures and standards in the total vocational accountability process.

Title Men and Masculinity - Changing Roles, Changing Lives
Oasis

Grade 10-12

Format Video (30 minutes)

Description Men and Masculinity: Changing Roles, Changing Lives is a lively and provacative exploration of the people, the ideas, and the activities of the pro-feminist, gay-affirmative men's movement, with informal interviews, workshop footage, and concert performances recorded at the 13th National Conference on Men and Masculinity. This program is a valuable resource for stimulating discussion about men's roles and male behavior, and also serves as an excellent introduction to what's happening in the changing men's movement today.

Title Men Are From Mars, Women Are From Venus
Gray, 1992. HarperCollins Publishers

Grade 10 - Adult

Format Book

Description Once upon a time Martians and Venusians met, fell in love, and had happy relationships together because they respected and accepted their differences. Then they came to Earth and amnesia set in: They forgot they were from different places. Using this metaphor to illustrate the commonly occurring conflicts between men and women, Dr. John Gray explains how these differences can come between the sexes and prohibit mutually fulfilling loving relationships. Based on years of successful counseling of couples and individuals, he gives advice on how to counteract these differences in communication styles, emotional needs, and modes of behavior to promote a greater understanding between individual partners. *Men Are from Mars, Women Are from Venus* is an invaluable tool for developing deeper and more satisfying relationships.

Title Men's Lives
New Day Films

Grade 9-12/Adult

Format Video (43 minutes)

Description This film discusses expectations of parents, teachers and role models presented in sports, advertising, and media that give messages to males about what it is to be a man.

Title Metoo Career Choices
1988. Dragons Are Too Seldom Productions

Grade K-6, Special Needs Students

Format Activities Kit

Description The kit contains 16 scripts, an activity book and a "how" and "why" of career puppetry as well as 3 outfits and 15 patches for teaching about career choices to students K-6.

Title METOO Checks into Attitudes
Madsen-Clark, Scholz, 1991. Dragons are Too Seldom Productions

Grade K-6, Special Needs Students

Format Activities Kit

Description The purpose of this activity kit is to: explore skills and attitudes that will effect life long career choices, discuss coping skills while students are attending school, and empower students to "think" about options available to them.

Title Mind Parasites (The)
Wilson, 1967. Oneiric Press/Wingbow Press

Grade 9 - Adult

Format Book

Description

Title Mindset for Math (A): Techniques for Identifying and Working with Math-Anxious Girls
Genshaft, Haglieri, 1987. WEEA

Grade 4 - 9

Format Activity Book

Description A program for upper elementary and middle school students that treats anxiety as a component of math instruction. Helps girls recognize feelings of anxiety and learn to reduce them, using proven stress-reduction techniques. Activities make math relevant and fun.

Title Mini-Films on Prejudice (ADL-PSA's)
Anti-Defamation League

Grade 7 - 12/Adult

Format Video (10 minutes)

Description A series of 12 mini-films designed to introduce students to the nature of prejudice. Celebrities commenting on the evils of prejudice include Edward Asner, Erik Estrada, Bonnie Franklin, Larry Hagman, Judd Hirsch, Linda Lavin, and Carroll O'Connor.

Title Minou
Bingham, 1987. Advocacy Press

Grade K-12

Format Video (18:30 minutes)

Description Minou lived a Cinderella life. Her owner, Madame Violette, saw to her every need. Minou probably would have lived "happily ever after," but tragedy strikes and Minou finds herself on her own, completely unprepared to take care of herself. As she learns the skills to become self-sufficient, she takes us on a gorgeously illustrated exploration of the sights and architecture of Paris.

Title Mirror, Mirror
Krawitz, 1990. Women Make Movies

Grade 9-12/Adult

Format Video (17 minutes)

Description MIRROR, MIRROR provocatively explores the relationship between a woman's body image and the quest for an idealized female form. Thirteen women, of varying age, size, and ethnicity, candidly reveal the ambivalence with which they regard their own bodies.

Title Mother-Daughter Choices
A Handbook/Video for Coordinators
Bringham, Quinn, Sheehan, 1988. Advocacy Press

Grade 4-6

Format Handbook/Video

Description Six week proven program for small groups of mothers and daughters. Prepares pre-teens for peer pressures and critical decisions they will face on entering puberty. Strengthens trust and communication. Encourages goal setting. Includes presentations, meeting guidelines, publicity and more. Video shows programs in session.

Title Mothers of Invention from the Bra to the Bomb, Forgotten Women and their Unforgettable Ideas
Varc and Ptacek, 1987. Quill William Morrow

Grade 9-12/Adult

Format Book

Description All of the following were discovered or invented by women: nuclear fission, pink champagne, solar heating, the bra, drip coffee, radioactivity, the Barbie doll, pulsars, the ice cream cone. But how many of these women's names and achievements are remembered by history? Informative, poignant, and sometimes very funny, this book presents the stories of some remarkable women who did not let the odds stop them from tinkering with the way things were and coming up with something better.

Title Multicultural Literature for Children and Young Adults
1991, 80 pages

Grade

Format Book/Bibliography

Description A bibliography of literature by and about African Americans, American Indians, Asian Americans, and Hispanic Americans. The books included in this multicultural literature bibliography are by and/or about women, men and children of color.

Title Myth-Busters II
1993. Benchmark Productions, Inc.

Grade Upper Elementary/Middle School

Format Video (20 minutes)/Manual

Description Mythbusters II is an exciting and upbeat presentation of nontraditional careers for males and females. It addresses many of the myths which discourage people, young and old, from entering careers dominated by the other gender. Three energetic "Mythbusters" travel through a series of encounters with myths, singing a RAP song called "The Mythbusters RAP." The program consists of a fifteen-minute video and a manual with activities which uses cooperative learning strategies. The activities infuse equity concepts into math, science, health, communication, history and geography classes.

Title New Men, New Minds, Breaking Male Tradition
How Today's Men Are Changing the Traditional Roles of Masculinity
Abbott, 1987. The Crossing Press

Grade Adult

Format Book

Description Provides an excellent opportunity to appreciate the pro-feminist men's movement at its highly personalized, casual, deliberately non-authorative best. It is a book about pain, support, violence, eroticism, change and love. The book reflects the process of bridging insight into action in its organization. It begins with a section on fathers and mens stories, continues with stories of changing men and concludes with a deeper look at how men are becoming whole.

Title No Means No: Avoiding Date Abuse
MTI Film and Video

Grade 7-12/postsecondary

Format Video and discussion guide (19:20)

Description This film offers practical advice about self esteem, dating and sex, encouraging viewers to determine their own sexual boundaries and providing them with skills to say "no" to forced sexual advances.

Title Notable Hispanic American Women
Gale Research, Inc.

Grade 9-Adult

Format Book

Description Based on a mixture of personal interviews, book studies, and/or aritcles, the entries in this book feature historical and contemporary women from a broad range of professions, including medicine, labor, entertainment, business, law, sports, journalism, science, education, politics, religion, literature, and others and cover the noteworthy personal, family, and career details that helped shape and define each woman's life.

Title Nuts and Bolts of NTO (The): How to Help Women Enter Nontraditional Occupations
Sanders, 1986. The Scarecrow Press, Inc.

Grade Adult

Format Book

Description Although the second edition was published in 1986, the format, suggested activities, information presented are still very relevant for the 1990's. It is one of the most comprehensive, detailed publications for helping educational institutions provide a program to help women enter and succeed in nontraditional occupations.

Title Ojibway Music from Minnesota
A Century of Song for Voice and Drum
Vennum, 1989. The Minnesota Historical Society

Grade K-12

Format Cassette Tape (35 minutes)
Guide

Description

Title On Equal Terms

Grade Middle School/High School

Format Video (30 minutes)

Description Workers in nontraditional roles describe their experiences. Various educators relate studies on sex stereotyping, the roots in our society and suggested practices aimed at eliminating sex bias. Young adults are encouraged to seek careers which will not only support them, but which suit them, regardless of traditional sex role stereotyping. Includes a guide with teaching notes, suggested activities, pre and post-tests and list of resources.

Title Once Upon A Choice
Brandon, 1980. New Day Films

Grade 7-12

Format Video (15 minutes)

Description A humorous, original fairy tale dealing with sex-role stereotypes.

Title One Fine Day
Circle Records and Ishtar Films

Grade 6 - Adult

Format Video (6 minutes) and Study Guide

Description Six glorious minutes that will bring tears to your eyes and pride to your heart! "My road is a little easier, 'cause she was here" sings Kay Weaver, while the images portray 19th and 20th century women in this country--well known and unknown--who took the roads first. More then 60 images of women. Excellent for use in schools, community groups, or brown bag programs at work. Comes with study guide.

Title Outstanding Women in Mathematics and Science

Grade 5 to Adult

Format Photo Display

Description No science classroom should be without this photo display kit featuring 23 full page, black and white photos and short biographies of women who have made important contributions to a wide variety of mathematical and scientific fields. Borrow to preview - order from National Women's History Project.

Title Pioneer Women - Selections from Their Journals
1974. Caedmon Records

Grade 7-12/Adult

Format Two Audio Tapes (2 hours total)

Description Tape 1 - Side 1: Pioneer Daughter: Journal of Elenore Plaisted
Tape 1 - Side 2: Missionary Wife: Diary of Mary Richardson Walker
Tape 2 - Side 1: The Army Wife: Recollections of Martha Summerhayes
Tape 2 - Side 2: The Homesteader: Letters of Elinore Pruitt Stewart
Read by Sandy Dennis and Eileen Heckart

Title Pioneer Women's Diaries Dane County/Wisconsin
Riley, 1986. Her Own Words

Grade 9 - 12/Adult

Format Video (15 minutes)

Description The spontaneous observations of upper midwestern pioneer women are brought to life through lively music, a vivid first-person narration, and colorful photography of quilts, clothing, cradles, diaries, pioneer artifacts, restored prairies, and log cabins.

Title Pioneering Programs in Sex Equity: A Teachers Guide
Smith & Farris, 1982. American Vocational Association

Grade 7-12

Format Teacher Guide

Description A guide to sex equity activities that can be used to encourage students who are interested in nontraditional work.

Title Planning a Nontraditional Career Day

Grade Middle School/High School

Format Notebook

Description This Career Day notebook is designed to walk through the stages of preparing for and presenting a successful Career Day. If you follow the timeline and refer to the STEP BY STEP directions at the beginning of each section, you should be able to put together your own nontraditional Career Day. Obviously each counselor needs to edit the materials included herein to his/her own school's particular needs.

Title Power Pinch
MTI Film & Video

Grade 10 - Adult

Format Video (23:31 minutes), Leaders Guide and Manager Handbook

Description Sexual Harassment in the Workplace guided by host Ken Howard sheds light on the many aspects of the sexual harassment issues. Interviews and dramatizations illustrate the three types of sexual harassers: the power player, the office adapter, and the victim of mixed signals.

Title Profiles of Transformation
Grasso, 1990

Grade 10 - Adult

Format Program Guide

Description A practice-based program development guide, provides insight into the experiences, perspectives, and needs of educationally and economically disadvantaged women. Profiles of Transformation is based on over ten years of experience developing programs that effectively transition low-income women, minorities and special populations into a changing labor-market.

Title Promoting Self-Esteem in Young Women
University of New York

Grade

Format Teacher's Manual

Description An overview of some of the special problems of self-esteem in girls and young women and includes suggested classroom activities that can be helpful in promoting self esteem.

Title Public Service Announcements Women's History

Grade

Format Book

Description A set of Women's History Month spots for local radio broadcasts, school announcements, e-mail messages, classroom blackboards, or home answering machines! The printed set includes both 30- and 60-second announcements for you to read that feature a multicultural selection of 31 women prominent in U.S. history. Includes information on how to get your local radio station to record and play these messages during National Women's History month.

Title Rafa'
Spanish version of BaFa' BaFa'
Shirts, 1976. Simile II

Grade 10 - Adult

Format Simulation includes cassette tapes, instructor's manual and materials

Description A cross-cultural simulation designed to create a situation which allows us to profitably explore the idea of culture, create feelings which are similar to those one will likely encounter when one travels to a different culture and experiences observing and interacting with a different culture.

Title Rainbow Tribe
McGaa, 1992. Harper San Francisco

Grade High School/Adult

Format Book

Description This book traces the origins of the Rainbow Tribe, their ceremonies and spirituality. This book has meaning for all people who are interested in stopping the past practices of human and environmental destruction. The knowledge gained has the potential to nurture a commitment to a world wide environmental undertaking to rebalance and save Mother Earth.

Title "Real Women" Creative Writing Competition Guide

Grade K-12

Format Booklet

Description School essay or speech contests are a tremendously popular way to pay tribute to the women who have been important in our lives. Invite parents or the entire community to hear the winning entries! Description of the planning process is followed by a timeline and sample letters, press releases, forms and certificates. Save hours of planning time by adapting these materials to your specific needs. Order early - effective planning begins in early fall.

Title "Remember the Ladies?" A Handbook of Women in American History
Franklin & Wolf, 1980

Grade 9 - Adult

Format Book

Description This handbook of women in American history includes writings of, or about, women from various eras in American history, including the years from 1600 to the present.

Title Resources for Educational Equity
Froschl & Sprung, 1988. Garland Publishing, Inc.

Grade Pre-Kindergarten through 12

Format Book (1988)

Description A comprehensive compilation of available resources to help teachers locate the materials they need to create equitable curriculum and classroom environments. Includes contributions by Barbara Bitters and Melissa Keyes.

Title "Respect Can't Be Beat!" Preventing Teen Dating Violence
Sausa, et al. Dating Violence Intervention Project

Grade

Format Training Manual and Curriculum

Description Instructor manual and three session curriculum for training peer leaders for preventing teen dating violence.

Title Rosie the Riveter (The life and times of)
1982. Clarity Productions

Grade 9-12/Adult

Format Video (65 minutes)/Teachers Guide (112 pages)

Description *The Life and Times of Rosie Riveter* is an interchange between the words and images of World War II newsreels and government recruitment films, photographs, and documents on one side and the real-life testimony of five women who worked in war production factories on the other. As the movie progresses, the differences between the myth of the official version of women's work in the war effort and the reality of the personal recollections of the five women who share their experiences become increasingly apparent.

Title Sacred Hoop (The): Recovering the Feminine in American Indian Traditions
Beacon Press

Grade Grade 10 - Adult

Format Book

Description A landmark book. Seventeen essays about women's central roles in Native American societies, before and after the conquest, reveal how completely different American Indians' views of the world were from those of Europeans. Topics range from tribal myths to women chiefs and warriors, to gender and power, violence against women, and contemporary American Indian prose and poetry.
(331 pages)

Title Science Equals Success
Conwell, 1990. WEEA Publishing Center

Grade 4 - 9

Format Activity Book

Description Contains over 30 hands-on, discovery-oriented science activities designed especially for girls and students of color in grades 4-9. The activities incorporate problem solving, cooperative learning, spatial skills, and career awareness processes recommended by the EQUALS Program. A collaborative effort of the University of North Carolina-Charlotte, the Charlotte-Mecklenburg School System, and the Science Museums of Charlotte, Inc.

Title Sending the Right Signals
Mitchell & Scannella, Jersey City State College

Grade 6-12

Format Video (15 minutes), Student Handbook/Trainer Handbook

Description Sending the Right Signals is a training package developed for use in schools to help combat and prevent sexual harassment. It is approximately a six hour full day workshop that can be divided into class periods for seven days.

Title Sewing Woman
Deepfocus Productions

Grade 9-12

Format Video (14 minutes) and Study Guide

Description "Sewing Woman" tells the universal story about one woman's determination to survive--from an arranged marriage in old China to working class comforts in modern America. The film is based on oral histories and the lifestory of the filmmaker's mother. Designed for use in a variety of disciplines. Study guide included.

Title Sex and Gender
Shaver & Hendrick, 1987. Sage Publications, Inc.

Grade Adult

Format Book

Description This book contains 12 chapters written by personality-social psychologists whose work spans the range of current (1987) thinking about sex and gender.

Title Sex Equity: Can It Work?
1988

Grade 8-Adult

Format Video (13 minutes)

Description An overview of sex equity issues through educator discussions regarding four areas of sex equity: through vocational education recruitment, sex-fair practices, retention and community involvement. It closes with seven key principles for practicing sex equity in vocational education.

Title Sex Equity in the Classroom (formerly Intersect)
Sadker & Sadker, The Network Inc.

Grade K-12

Format Video (27 minutes)
Participant Manual, Micro Teaching Skills, Problem Solving Skills, and Observation Manuals included

Description An overview of research on teacher-student interaction and its implication for equitable treatment in the classroom. Contains teaching vignettes, analysis, charts and strategies for more effective teaching.

This is the former Intersect tape that has been updated and is an excellent introduction and overview of sex equity in the classroom.

Title Sex Equity in Vocational Education
Ohio Department of Education

Grade

Format Video (10 minutes)

Description An overview of sex fair practices in overcoming sex bias. Defines sex equity terms: bias, discrimination, stereotyping, and nontraditional occupation students. It addresses language, classroom instruction biased behavior or attitudes, and evaluating classroom interaction. Title IX and Title II, 1984 Carl Perkins Act are defined.

Title Sex Equity Staff Development Modules for Administrators and Supervisors
Soldwedel, 1988. University of North Florida

Grade

Format Training Program

Description Twelve staff development/staff training modules to promote equity. Emphasis is on vocational education and nontraditional careers.

Title Sex Equity Staff Development Modules for Counselors and Occupational Specialists
Soldwell, 1988. University of North Florida

Grade

Format Training Program

Description Twelve staff development/staff training modules to promote equity. Emphasis is placed on vocational education and nontraditional careers.

Title Sexes (The): Working Together
Smith, 1989-1992. The Alburquerque Tribune

Grade K-12

Format Book

Description A collection of 180 newspaper columns printed by *The Albuquerque Tribune* between January 1989 and August 1992 and distributed nationally by Scripps-Howard News Service. Lively, practical and down-to-earth, the columns capture Amanda Smith's philosophy that the best way to equality, individual development and independence is for women and men to focus on learning to work together. Topics include: the hidden barriers to partnership; working together successfully; male/female communication; woman-to-woman working relationships; language; names and titles; humor; bodies; family values; men; education; money; useful organizations; and politics both domestic and individual. The columns draw on Amanda Smith's experience as a consultant to education and industry, and range from her childhood on a farm in Virginia to a series of campaign seminars in Eastern Europe just before the first free elections in 1990.

Title Sexual Harassment and Teens
Strauss, 1992. Free Spirit Publishing Inc.

Grade 7 - 12

Format Training Program

Description Unit 1 - What is Sexual Harassment
Unit 2 - What Are the Causes of Sexual Harassment
Unit 3 - How Can We Prevent and Stop Sexual Harassment

Each unit includes objectives, suggested scripts, simple elementary activities and materials, discussion questions, reproducible pages for transparencies, etc.

The program also includes a Sexual Harassment Survey.

Title Sexual Harassment: Minimize the Risk
McGrath, 1993

Grade K-College

Format Videos, Written Materials

Description A complete training program for students and staff. This multi media program is designed to minimize the risk of injury and lawsuits. The program includes video presentations for administrators, community, staff, and students; as well as comprehensive lesson plans, a state-of-the-art investigator's manual, and reproducible forms and checklists.

Title Sexual Harassment: Shades of Gray
Xerox Television Series

Grade High School/Adult

Format Video (20 minutes)

Description Produced by Xerox, this video describes the subtleties of sexual harassment. Helps viewers learn what sexual harassment is, what can be done when it has happened, and what can be done to prevent it.

Title Sexual Harassment To Teenagers It's Not Fun - It's Illegal
Strauss, Minnesota Department of Education

Grade 6-12

Format Curriculum

Description This packet of materials contains a suggested three-class-hour curriculum for junior and senior high school students and utilizes a combination of lecture and student activities to teach students the following: definition and causes of harassment, legal liability, how sexual harassment affects teenagers, what do do if one is a victim and steps for preventing sexual harassment. "Notes to Teachers" provides background information on the issue.

Title Sexual Harassment - What Is It and Why Should I Care? 1992

Grade 10-12, Adult

Format Video (50 minutes) and Training Guide

Description This video based training program addresses all manners of sexual harassment in our schools...student to student and teacher to students as well as staff and administration interactions. It includes reproducible materials to be used in training. It speaks to what teachers should do when confronted with harassment in the schools and how to prevent it.

Title Sexual Orientation: Reading Between the Labels: Issues facing gay and lesbian youth
Littig & Rogers, NEWIST

Grade 9-Adult

Format Video (28:30 minutes), Teachers Guide

Description The purpose of this program is to stimulate discourse and promote understanding on the subject of homosexuality. Homosexual teens, their parents, and experts on the issue contribute to an insightful discussion of a socially sensitive issue. This program defines myths, analyzes the kinds and causes of homophobia, suggests the ways gay teens can bolster their self-esteem, and makes the case for tolerance. It also recommends constructive strategies that schools can implement to promote sexual orientation equity on their campus. A reasonable, humane treatment of a controversial subject.

Title She's the Engineer
Cornell University, 1992. Insights Video, Inc.

Grade 5-12

Format Video (12:20 minutes)

Description A fast-paced videotape called *She's the Engineer* is helping girls and young women decide whether engineering is the right career choice. The tape discusses college life as well as different careers involving engineering.

Title Shortchanging Girls, Shortchanging America
1991. American Association of University Women

Grade

Format Video (15 minutes) and materials

Description Video - Clearly underscores the need for major changes in the ways girls are taught and treated in schools.
Summary - AAUW's national poll highlight the survey results, with charts and graphs.
A Call to Action - AAUW poll and Educational Equity Roundtable, with action ideas for community involvement and change.
Briefs - AAUW issue briefs that provide an overview of today's most critical education issues, along with strategies for action. Ideal for distributing to community leaders and educators.

Title Sisters and Friends
Riley, 1994. Her Own Words

Grade 9 - Adult

Format Video (15 minutes)

Description Indian women talk about their relationships and friendships from childhood to the present.

Title Sisters in the Blood
Education Development Center, Inc.

Grade Adult

Format Book

Description "Sisters in the Blood" fills a critical gap in the literature of American Education. Based on detailed research, this book challenges all deficit models of education--for American Indian women in specific--and for all students. For the students of school history, for the policymaker, for the teacher who wants to be effective with students in today's classroom, this book provides a wealth of detail that--if heeded--could provide a new beginning in a long and too often tragic story.

Title Sky's the Limit in Math-Related Careers (The)
Askew, 1982. WEEA Publishing Center

Grade 9 - 12

Format Handbook

Description In this informative handbook, women working in computer science, engineering, finance, and other math-related fields offer lively anecdotes, viewpoints, and insightful information about their careers.

Title So You Want to Make A Difference
Amidei, 1991. OMB Watch

Grade

Format Book

Description To help citizens feel more confident about getting involved in policy advocacy; to equip local leaders with some tools so they can teach others about policy advocacy; and to stimulate involvement in democratic decision-making and provide information about key resources. (54 pages)

Title Spatial Encounters
Blackwell, 1982. WEEA Publishing Center

Grade K-12/Adults

Format Activity Book

Description Exercises in spatial awareness that combine fun and learning. This series of activities was designed to help the user acquire skills of spatial visualization and orientation and to improve her or his effectiveness in applying those skills. The activities include memorization of shapes, figure completion, and figure rotation and emphasize real world applications.

Title Splott! Student Powered Learning Organized to Teaching
Pearce & Scholz, 1992

Grade 5-8

Format Activities

Description The book was created to interest, motivate, and excite the middle level learner about language arts and social studies. Through cooperative learning activities, the student discovers that being different is ok; in fact, human differences make the world a better place. Activities are designed to promote self esteem and to facilitate team work and productivity.

Title Stale Roles and Tight Buns
OASIS

Grade 9-12

Format Video (29 minutes)

Description This video uses common advertising images to show how men are stereotyped in the media. Through these images, we see the myths used to define and limit the American man. *Stale Roles & Tight Buns* stimulates people to widen their views about the roles of men. It forces us to examine our definitions of "real men" and to think critically about the pressures that shape these ideas. It has been used extensively with audiences of both men and women. It serves as an excellent companion to *Still Killing Us Softly*, Jean Kilbourne's film about the exploitation of women in the media. Topics include: cowboys and heroes; work success, money and power; men and emotions; military images; violence; isolation and competition; muscles and sexuality; romance and women; and fathering and other new images

Title Step Forward. Sexual Harassment in the Workplace: What You Need to Know!
Webb, 1991. Master Media Limited

Grade Adult

Format Book

Description Chapters included: The History of Sexual Harassment, Defining and Understanding Sexual Harassment, Six Simple Steps to Stop Sexual Harassment, How to Handle Sexual Harassment Complaints, Training and Education, The Most-Asked Questions, Steps Forward for All Employees, What the Future Holds, and Food For Thought

Title Still Killing Us Softly
Cambridge Documentary Films, Inc.

Grade 9-12/Adult

Format Film

Description This program examines the images the advertising industry uses that prey on the fears and insecurities of consumers. It explores the relationship of media images to actual problems in society, such as the channeling of men and women into traditional roles and occupations, economic discrimination against women, the sexual abuse of children, rape and other forms of violence, pornography, sexual harassment, teenage pregnancy and eating disorders.

Title Still Killing Us Softly
Cambridge Documentary Films, Inc.

Grade 9-12/Adult

Format Video (30 minutes)

Description This program examines the images the advertising industry uses that prey on the fears and insecurities of consumers. It explores the relationship of media images to actual problems in society, such as the channeling of men and women into traditional roles and occupations, economic discrimination against women, the sexual abuse of children, rape and other forms of violence, pornography, sexual harassment, teenage pregnancy and eating disorders.

Title Student Program on Sexual Harassment in the Workplace
Horton, 1990. University of St. Thomas

Grade 10 - 12/Adult

Format Video (2 class periods)/Teachers Guide

Description This teaching program, designed for two class periods, is to prepare high school and college students for the workplace. It includes a teacher's guide, syllabus, scripts, discussion questions, student handouts, quiz, in-service training, law reference, and overhead transparencies.

Title Sundogs
Maracle, 1992. Theytus Books Ltd.

Grade 9 - Adult

Format Book

Description *Sundogs* is a novel about the struggle of a young First Nations family for love and solidarity in the context of that turbulent year. From urban Vancouver, to a small town in the Okanagan Valley, and across the country on a desperate bid for peace between the Canadian government and the Mohawk Nation, Marianne, Sundog's heroine, finds a moment of peace from the confusion and disunity in her own life. In returning to the beliefs of her ancestry, she comes to chart the course of her life anew.

Title TAKEOFF Video
Women of Achievement in Nontraditional Roles
Takeoff Video Educational Excellence

Grade 7-12/Adult

Format Set of 5 Videos/Teachers Guide (run time from 45-70 minutes each)

Description A set of five fast paced, high interest career videos appropriate for both boys and girls featuring Black, Hispanic, Asian and White women in a wide variety of nontraditional occupations. Written material supplement videos.

Title Tale of "O" (A) On Being Different
1980, Goodmeasure, Inc.

Grade

Format Slide Tape Presentation
Includes facilitator's manual and instructor's guide

Description This program explores the consequences of being different. It focuses on a group of people which there are the many referred to as the "X's," and "the few," referred to as the "O's." Includes facilitators manual, script, bibliography, discussion guide, activity descriptions, program outlines and handouts for five kinds of training programs keyed to 18 minute corporate training version of "The Tale of O."

Title "Teacher, they called me a _____!"
Prejudice and Discrimination in the Classroom
Byrnes, 1987. The Anti Defamation League of B'nai B'rith

Grade K-6

Format Handbook/Activities

Description Sixty-nine classroom activities are grouped within nine chapters such as "Race and Ethnicity," "Disabilities," "Gender," "Religion," and "Family and Life Style." The activities are designed to raise children's level of awareness, understanding, acceptance, and tolerance of differences, and help them to act in unprejudiced ways.

Title Teaching Equity
St. John

Grade 10-12

Format Sample Lesson Plans

Description A set of sample lesson plans addressing:
- Introduction to Job Search
- Occupational Stereotypes and Attitudes
- Introduction to Stereotyping in Text Books
- Bias As A Factor in the Sex Segregation of Jobs
- Identifying Acts of Sexual Harassment at School/Work
- Sexual Harassment: What To Do
- Running the Federal Government, Bureaucracy/Dollars
- Ratifying a Constitutional Amendment
- Using Literature to Illustrate Sex Stereotypes

Title Tech Prep Connection (The): Learning, Earning, Living
1992-1993. WI Department of Public Instruction and the WI Board of Vocational, Technical and Adult Education

Grade K-12

Format Video (16 minutes)
Reference and Support Materials

Description Video describes Wisconsin's Tech Prep program and accompanying materials includes overhead transparencies, sample letters, and a concept paper and resource list.

Title Teen Awareness/Sexual Harassment

Grade 9-12 Students

Format Video (23 minutes)/Teacher's Guide

Description This program introduces the subject of sexual harassment, dramatizes three incidents of sexual harassment and group discussions about the issues raised in the dramatizations. All incidents occur between students in a school setting and cover a wide range of behaviors that can be regarded as sexual harassment.

Title There is No Such Thing As Woman's Work
National AudioVisual Center

Grade 7-12, Adult

Format Video (30 minutes)

Description From the Women's Bureau of the U.S. Department of Labor, provides a socio-economic and historical overview of women's growing role in the work force. Narrated by Carole Simpson, national news correspondence for ABC television, the film traces working women in America from the colonial period through the Industrial Revolution, World War I, creation of the Women's Bureau in 1920, World War II, the adoption of the Civil Rights and Equal Pay Acts from the 1960's to the present. The film also addresses changing attitudes about such issues as employer-sponsored child care, on-the-job safety and health issues, and children's and women's protective labor laws.

Title They Chose Greatness - Women Who Shaped America and the World

Grade Elementary

Format Book

Description "They Chose Greatness - Women Who Shaped America and the World" has been developed by the Office for Sex Equity, Michigan Department of Education, as a resource for elementary school teachers who wish to supplement their curriculum with material highlighting the contributions of women to American and European history.

Title Thinking and Rethinking US History

Grade K-12

Format Book

Description This unique book is a classroom resource for all people concerned with U.S. history and the question of bias. Know what textbooks teach about colonialism, militarism, racism, sexism, and other areas of social justice. This valuable teaching manual will, among other things, assist social studies teachers and their students in identifying bias in history texts, supplying missing information and countering distortions.

Title Through Indian Eyes: The Native Experience in Books for Children
Slapin and Seale, 1992. New Society Publishers

Grade K-12/Adult

Format Book

Description Compiled by Native parents, educators, poets, and writers, this book is a must for parents, teachers, librarians, and anyone else interested in presenting non-biased material about Native peoples to children. It contains poetry, short stories, book reviews, material evaluation criteria and guidelines, and deals with issues of cultural and historical bias as they affect the lives of all children. 1991, 462 pages, black-and-white illustrations, gr. hs-up (pan-Indian).

Title Too Many Women? The Sex Ratio Question
Guttentag & Secord, 1983. Sage Publications, Inc.

Grade Adult

Format Book

Description This book is generated from a simple but powerful idea; that the number of opposite sex partners potentially available to men or women has profound effects on sexual behaviors and sexual morals, on patterns of marriage and divorce, childbearing conditions and practices, family stability, and certain structural aspects of society itself.

Title Trade Secrets: Blue Collar Women Speak Out
1985

Grade 9-12/Adult

Format Video (23 minutes)

Description Ironworker, welder, sprinklerfitter, electrician: four women reveal how their lives changed when they stepped into the traditionally male world of skilled crafts. With their co-workers and families, at work and at home, they tell how they overcame the physical and personal obstacles to find satisfaction in their trades, greater financial power, and most of all, a new sense of identity as journeywomen. Perfect as a training tape or in the general study of labor issues, this tape has been purchased by hundreds of colleges, libraries, community and women's groups.

Title Tune In to Your Rights (English Version)
Morris, Terpstra, Croninger & Linn, 1985. University of Michigan

Grade 5-8

Format Booklet

Description A guide for teenages about turning off sexual harassment.

Title Tune In to Your Rights (Spanish Version)
Morris, Terpstra, Croninger & Linn, 1985. University of Michigan

Grade 5-8

Format Booklet

Description A guide for teenages about turning off sexual harassment.

Title Understanding the Multicultural Experience in Early Childhood Education
Saracho & Spodek, 1983. NAEYC

Grade Early Childhood - Elementary

Format Book

Description Celebrate the unique contributions of each cultural group while fostering children's competence and flexibility. Section I, the Nature of Multiculturalism in Children, includes chapters on Mexican American, African American, American Indian, Asian American and Bilingual Children. Section II, Education Practices and Materials, includes chapters in classroom methods and materials, counteracting racism and sexism in children's books and parent and community involvement. Section III addresses teacher preparation and education and human services delivery.

Title US: A Cultural Mosaic: A Multicultural Program for the Elementary Grades
Martinez & Watters. Anti-Defamation League of B'nai B'rith

Grade K-6

Format Book

Description A multigrade, multicultural, multidiscipline program designed to help children gain insight into themselves and others through the use of language arts, music, art and audiovisual activities. As children progress through this program, they will begin to see that differences are positive and add interest and richness to life.

Title Votes for Women?! The 1913 U.S. Senate Testimony
Riley, 1990

Grade 9 - 12/Adult

Format Video (17 minutes)
Resource Guide

Description Kate Douglas Wiggin (author of *Rebecca of Sunnybrook Farm*) argues against votes for women; progressive writer Belde Case LaFollette testifies in favor. Lively music and brightly colored buttons, banners, and cartoons give a context for their words.

Title Waiting to Exhale
Washington Square Press

Grade

Format Book

Description "Waiting to Exhale"...tracks four black thirty-something women friends waiting for the men who will finally make things right...While the culture and vernacular of the book reflect the black middle class, the struggles with love, family, food, work, and money are universal.

Title Waking Up to Rape
DuArt Video, 1988

Grade 10-12 and Adult

Format Video (35 minutes)

Description This video examines the personal trauma of rape, its long term psychological effects, societal attitudes about sexual assault, and the problem of racism in the criminal justice system.

Title We All Count In Family Math

Grade Teachers Preschool-Adult

Format Video (12 minutes)

Description Features teachers, parents and children explaining concepts of family math program - what it is and how it works.

Title Wedding (A)
NEWIST

Grade 9-Adult

Format Video (35 minutes)

Description Created by Southeast Asian high school students in Green Bay, Wisconsin. *A Wedding* tells the story of Pajyeeb Xiong, an eighteen- year-old Hmong girl whose parents force her to marry a 30-year-old doctor. (They would disown her if she refused.) Through a traditional Hmong marriage ceremony the two clans bond, and Pajyeeb surrenders her dreams.

Title Winds of Change: A Matter of Choice
1991. Pacific Arts Video Publishing

Grade 9-Adult

Format Video (60 minutes)

Description To remain on the reservation or move out into the broader fabric of society is the choice faced by Young American Indians today. A Matter of Choice is about such changes and about some people who have made them. Three families are profiled with their different choices. For all of them, the ties to Indian life, while not easily undone, are being challenged by the future.

Title Winnebago Women: Songs and Stories
Riley, Her Own Words

Grade 9-Adult

Format Video (19 minutes) and Resource Guide

Description Five contemporary American Indian women talk about their lives. "A very effective and moving production. Highly recommended for all types of libraries." "An inspiring look at a beautiful artistic tradition."

Title Wisconsin Model for Sex Equity in Career and Vocational Education
Bitters & Foxwell, 1993. Wisconsin Department of Public Instruction

Grade K-12

Format Book

Description **The Wisconsin Model for Sex Equity in Career and Vocational Education** promotes sex-fair classroom and school environments for students at all levels. Through student, staff, and administrative surveys and other evaluation tools (included), the model maps out a sex equity program educators can implement and adapt to meet their districts' changing needs. In addition, the model describes seven major strategies--from promotional activities to parent and community involvement--to develop, enhance, and infuse sex equity throughout the school and community. An important complement to *Classroom Activities in Sex Equity*.

Title Wisconsin Pupil Nondiscrimination Guidelines - Assessing School District Compliance with S.118.13 of Wisconsin Statutes and PI 9 of the Wisconsin Administrative Code
1992, WI Department of Public Instruction

Grade K-12

Format Book

Description

Title Wisconsin Pupil Nondiscrimination Guidelines for Athletics
Wisconsin Department of Public Instruction

Grade K-12

Format Book

Description

Title Woman's Place (A)
Time, Inc., 1987. VIEW, Inc.

Grade 9-12

Format Video (25 minutes)

Description Presented by Time Inc., this video celebrates women's lives and contributions from Hellen Keller and Anne Sullivan to Barbara Jorden, Barbara Streisand, and Gloria Steinem. Shows women in a wide variety of jobs and careers and highlights women who for decades have ventured outside of a "Woman's Place."

Title Women and Girls with Disabilities
Phillips, 1984, 1986. Organization for Equal Education of the Sexes, Inc.

Grade K-12

Format An Introductory Teaching Packet

Description This packet is an independent starting point for introducing the subject of women with disabilities. Activities are adopted for upper and lower grades, many of which can be integrated into the curriculum. Supplemental activities are also included for teachers.

Title Women Get Ready
1992

Grade 9-12

Format Video (8:54)/Discussion Guide

Description This video and accompanying materials encourage young women to think about and explore a multitude of career opportunities include nontraditional jobs. It features young women exploring their attitudes, beliefs, values, activities, interests and attitudes and they effect career decision making.

Title Women in American History - An Introductory Teaching Packet

Grade Elementary and Secondary

Format Teaching Packet

Description This packet is intended to be an inexpensive starting point for introducing students to women's history. The lessons and activities do not require the purchase of additional materials and can be integrated into the existing curriculum. They are designed to be used by teachers with little or no background in women's history as well as by teachers more familiar with the subject.

Title Women in American Life - 1861-1880: Civil War, Recovery, and Westward Expansion (Program 1 of 5) 1988

Grade 8 - Adult

Format Video, black and white (15:16)

Description The first comprehensive multicultural media program on women during this period of major social change. The topics include: Women's multiple contributions to the Civil War effort, and the personal toll experienced by families on both sides of the conflict. Emancipation's impact on the lives of Black women in the South, and the Freedmen's school movement. The development of new employment opportunities for white women after the Civil War. Westward expansion from the perspective of American Indian and Mexican women, as well as that of European-American women moving west in the mid-1800s. The early leaders and controversies of the growing movement for women's rights.

Title Women in American Life - 1880-1920: Immigration, New Work and New Roles (Program 2 of 5) 1988

Grade 8 - Adult

Format Video, black and white (16:19)

Description Image after image demonstrate women's multiple, vital roles in the development of the United States, The topics examined include: Immigrant women build new lives in burgeoning cities and take work in the industrializing Northeast. Eastern immigrant life contrasts with the changing lives of American Indian, Mexican and Chinese women in western states. A Growing middle class and increasing educational opportunities for both Black and white women provide fertile groups for the development of social work. Feminization of service professions, industrialization, and the invention of the typewriter create niches for "women's work." The woman's suffrage movement adops tactics which bring it to the forefont of public attention and final victory in 1920.

Title Women in American Life - 1917 - 1942: Cultural Image and Economic Reality (Program 3 of 5) 1988

Grade 8 - Adult

Format Video, black and white (17:14)

Description The third in an exciting five-part series, this segment brings to life a period of new power and new perspectives. The topics examined include: World War I creates many new employment opportunities for women and, combined with the suffrage victory of 1920, helps create a new self image for American women. Movies, new clothing styles and liberated attitudes bring about many visible changes. New legislation creates increasing hardships for Asian and Mexican families and for American Indian populations. Lynching becomes a major issue for both Black and White women's organizations. The Harlem renaissance adds a new voice to the heart of America. The personal and economic toll of the great depression affects women in a variety of ways, increasing discrimination for some and providing new opportunities for others.

Title Women in American Life - 1942-1955 War Work, Housework, and Growing Discontent (Program 4 of 5) 1988

Grade 8 - Adult

Format Video, black and white (14:52)

Description The fourth in an exciting five-part series, this segment brings to life the economic and social forces impacting women's lives as the nation moves into the modern period. The topics examined include: The war effort again thrusts women into many new roles, including heavy industry and the military. The war also creates a major change in public attitudes toward Asian Americans. Women's economic independence is short-lived, however, as the war's end brings the men home to take over the jobs and push women back into their homes. The middle class domestic idea captures the hearts of many, but the number of married women in the labor force continues to rise. Discontent with the status quo boils over in Mexican American and Black communities and the civil rights movement is born.

Title Women in American Life - 1955-1977: New Attutides Force Dramatic Changes (Program 5 of 5) 1988

Grade 8-Adult

Format Video (24:38) and Discussion Guide

Description Traditional family structures give way to working mothers and single parent families. Changing government policies bring new cultures to American cities. The civil rights movement forces dramatic changes in the south. The feminist movement forges new options for women in both public and private life.

Title Women in Construction

Grade High School/Adult

Format Video (15 minutes)/Resource Guide

Description This positive and upbeat video program presents both challenges and satisfactions of earning a living in the traditionally male world of construction. Features five women (a carpenter, sheetmetal worker, architect, and plumbing and electrical apprentices). Is accompanied by a resource guide designed for use by general readers, program presenters and classroom teachers. It contains discussion questions, overhead transparencies, glossary and statistics in women in the workforce.

Title Women in Educational Administration
Shakeshaft, 1987. Sage Publications, Inc.

Grade Adult

Format Book

Description Public school administrators today face a host of challenges: heightened concern with student performance, shrinking resources, innovative decision-making procedures, and unprecedented opportunities for technological efficiency. School Business Administration explains the principles and techniques needed to function in this new environment. After outlining the public school and school business administration roles, the authors focus on basic responsibilities such as personnel, budgeting, and accounting. They also address specific services, including pupil transportation and school food services. A three-chapter section on school facilities discusses current management and planning techniques. Additional chapters cover the selection, installation, and uses of data processing equipment, and the building of public support through improved communication. Each chapter features both an overview of the topic and a set of pertinent decision-making principles. Designed principally as a texbook for advanced undergraduate and graduate students, this comprehensive volume will also serve as an up-to-date reference for educators and practicing school business administrators.

Title Women in Literature
Classroom Activities for High School Students
Kaub & Keyes, 1993. Wisconsin Consortium for Sex Equity in Education

Grade 9-12

Format Book

Description A collection of curriculum materials and lesson plans to help teachers present a realistic and honest portrayal of women in literature.

Title Women in Nontraditional Careers (WINC)
Women's Bureau U.S. Department of Labor, 1984

Grade High School/Adult

Format Curriculum Guide

Description The curriculum guide consists of teaching segments designed to provide information and support to nontraditional career selection by women.

Title Women in Science Video Series
1983

Grade 9-Adult

Format Eight Videos (approximately 30 minutes each)

Description A series of videos describing careers for Women in Science. 1-Biomedical Fields: Careers for Women
2-Chemistry: Careers for Women
3-Computer Science: Careers for Women
4-Dentistry: Careers for Women
5-Engineering: Careers for Women
6-Geosciences: Careers for Women
7-Physics and Astronomy: Careers for Women
8-Scientific Careers for Women

Title Women Seen on Television
Sas Yes, 1991. Letting Go Foundation, Inc.

Grade 6-12/Adult

Format Video (10:50 minutes)

Description A lively full-color video complete with study guide, that promotes awareness and stimulates discussion. The video blends thoughtful narration, clips of broadcast footage (advertising and program content) and rock music into a fast paced, critical look at television's stereotypical view of women.

Title Women Who Shaped History
Collier Books

Grade

Format Book

Description This book presents profiles of six American women of the nineteenth century whose courage and determination shaped history. The heorines of this book are: Dorothea Dix, Prudence Crandall, Elizabeth Cadey Stanton, Harriet Tubman, Mary Baker Eddy and Elizabeth Blackwell.

Title Women's History Month - Infusing the Contributions of Women Into the Social Studies Curriculum

Grade 1-12

Format Classroom Activities

Description A compilation of curriculum materials and lesson plans designed to aid teachers in presenting and celebrating the contributions of women. Materials can be duplicated for classroom use.

Title Women's Ways of Knowing
Mary Field-Belenky, Blythe McVicker Clinchy, Nancy Rule Goldberger & Jill Mattuck Tarule, 1986. Basic Books

Grade Adult

Format Book

Description Based on in-depth interviews with 135 women, the authors describe ways of knowing that women have cultivated and learned to value ways the dominant ideology has denigrated women, and ways women have overcome obstacles to develop the power of their minds.

Title Wonderful World of Difference (The)
1986. Anti Defamation League of B'nai B'rith

Grade K-8

Format Reproducible Lessons

Description Key aspects of human relations are presented in the form of 20 reproducible lessons. The lessons help students explore the diversity and richness contained within the human family, and to better value themseives and others.

Title Workers and Allies: Female Participation in the American Trade Union Movement, 1824-1976

Grade 9-12

Format Book

Description This book provides an historical overview and chronology of female participation in the American Trade Union Movement. It also includes biographies intended to show the scope of female participation both past and presnt in the American Labor Movement from rank and file members to organizers, union officials and benefactresses.

Title Working Together: A Sex Equity Training Manual

Grade K-12

Format Training Manual

Description The idea for this manual was generated during the 9th Annual NLDCVSEC Conference in an attempt to share the most current trainings developed and utilized by sex equity coordinators in the United States.

Title Would You Let Somebody Do This to Your Sister

Grade 10 - Adult

Format Video (32 minutes)

Description This video features mostly women in nontraditional jobs who personally experienced sexual harassment in the workplace. The women describe actual incidents, the effect on health, personal and family life and productivity on the job. It also discusses solutions and procedures to follow.

Title Yearbook of Holidays and Observances (A): A Multicultural Perspective of Celebrations in the United States
Smith, Ramirez-Krodel, 1990. PEO, University of Michigan

Grade K - 12

Format Book

Description This yearbook is designed to provide educators with an insight into the beliefs and values of different people, primarily people of color, by looking at holidays and celebrations (religious and nonreligious) which play an important part in their lives.

Title You Can Be a Scientist Too!
The Equity Institute

Grade 4-6

Format Video (14:51)

Description Why don't birds talk? Why is the sky blue? Many questions children ask are answered by science. This video discusses how we can mold our curiousity with a career in science. It also features the histories of many women who are scientists and doing many exciting jobs to answer important questions benefiting people and society.

Title You Just Don't Understand - Men and Women in Conversation
Tannen, 1990. Ballantine Books

Grade 10-12/Adult

Format Book

Description This book examines the differences in conversational styles of men and women, why they are sometimes confusing or frustrating, and how we can prevent and relieve some of that frustration.

Title Young Hispanic Women
Leaders for the 90's
Ross

Grade 10-12

Format Student Leadership Training Conference Manual

Description This manual contains a wide range of leadership activities and many ideas for conducting student conferences.

Title Zona Gale: Her Life and Her Writings
Riley, 1988. Her Own Words

Grade 9-12 and above

Format Video (15 minutes) with Resource Guide

Description Zona Gale (1874-1938) of Portage, Wisconsin, was the first woman to win a Pulitzer Prize in drama. Though today she has been largely forgotten, Gale wrote over 30 books and plays and many of them were best sellers confronting many themes that are startingly contemporary and well worth reading.

Resources
Available from the DPI/UW-Stout Equity Resource Center
University of Wisconsin-Stout
Center for Vocational, Technical and Adult Education
225C Applied Arts Building
Menomonie, WI 54751
(715) 232-1885

Miscellaneous Periodicals, Reports and Papers

American Indian Studies Program - Information Packet (WI DPI, October, 1992)
Apprenticeship: Skilled Women at Work
Beyond Human Capital: Black Women, Work, and Wages (Wellesley College, 1988)
Breaking the Glass Ceiling in the 1990s (Scandura,1992, University of Miami)
Catalogues and Bibliographies for Ordering Equity Materials including many small presses offering authentic materials
Changes in the Formation and Structure of Black Families: The Impact on Black Women (Wellesley College, 1988)
Checklist for Counteracting Race and Sex Bias in Educational Materials (Women's Educational Equity Act Program, 1982)
Community Model for Expanding Economic Opportunities for Young Women (UW-Stout, Center for Vocational, Technical and Adult Education, June, 1989
Content Specific Bibliographies: Contributions of Women to American History (Michigan Department of Education, May, 1993)
Directory of Wisconsin Women's Services and Organization (Wisconsin Women's Council, 1987)
Educational Needs of Rural Women and Girls, Report of the National Advisory Council on Women's Educational Programs (Clarenbach, January, 1977)
Effective Programs for Rural Single Parents (Wisconsin Council on Vocational Education, 1990)
Equity Calendars - Samples
Equity in California - Interventions (Teen Parents, 1989)
Equity Responsibilities for Educators: Eliminating Homophobia and Heterosexism (Graymill, 1991)
The ERA Facts and Action Guide
Feminist Collections - A Quarterly of Women's Studies Resources (subscription)
Feminist Periodicals, A Current Listing (subscription)
Free At Last: A History of the Civil Rights Movement and Those Who Died in the Struggle (Teaching Tolerance,1989)
Gender Disparities in Special Education (WI Department of Public Instruction, 1992)
Governor's Commission on Minority Participation in Vocational-Technical Education - African American Subcommittee Report (WBVTAE, July, 1990)
Governor's Commission on Minority Participation in Vocational-Technical Education - American Indian Subcommittee Report (WBVTAE, July, 1990)
Governor's Commission on Minority Participation in Vocational-Technical Education - Executive Report: Strategies for Success (WBVTAE, July, 1990)
Governor's Commission on Minority Participation in Vocational-Technical Education - Hispanic Subcommittee Report (WBVTAE, July, 1990)
Governor's Commission on Minority Participation in Vocational-Technical Education - Southeast Asian Subcommittee Report (WBVTAE, July, 1990)

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Miscellaneous Periodicals, Reports and Papers (Continued)

Hate Violence and White Supremacy: A Decade Review 1980-1990 (The Klanwatch Project of the Southern Poverty Law Center, December, 1989)
Helping Able Young Women Take Math and Science Seriously in School
Hostile Hallways: The AAUW Survey on Sexual Harassment in America's Schools (1993)
In Their Own Voices: Young Women Talk About Dropping Out
Increasing Working Mothers' Earnings (Institute for Women's Policy Research, November, 1991)
Infusing an Equity Agenda into School Districts (Los Angeles County Office of Education, 1985)
It's Your Right! (What are your rights as a male or female student?)
The Journal of Men's Studies (Men's Studies Press, 1993)
"Just a Temp": Expectations and Experiences of Women Clerical Temporary Workers (The Women's Bureau, November, 1991)
A Kit to Develop and Present a Math/Science Conference for Females in Middle School
The Ku Klux Klan: A History of Racism and Violence (The Klanwatch Project of Southern Poverty Law Center, 1991)
A Longitudinal Analysis of Body Image as a Predictor of the Onset and Persistence of Adolescent Girls' Depression (Wellesley College, 1988)
Men's Studies Review (1991), current subscription
Module #2 - Sex Bias in Language and Instructional Materials (Women's Educational Equity Act Program, 1979)
A Model Program for Single Parent Transition from Secondary to Postsecondary Technical Education (Wisconsin, 1992)
"My Worst Nightmare..." Wisconsin Students' Perceptions of Being the Other Gender (Riley, et. al, February, 1993, CVTAE, UW-Stout)
New Books on Women and Feminism (subscription)
Nontraditional Jobs Illustrations
Nontraditional Job Opportunities for Women - Barriers/Strategies
Past the Pink and Blue Predicament: Freeing the Next Generation from Sex Stereotypes (Girls Clubs Inc., August, 1992)
Profile of Wisconsin Women
Project Explore: A Guide to Making Low Cost Videotapes of Nontraditional Role Models
A Proposal for a Course on the Sociology of Work and Family (Wellesley College, 1984)
Reflections on Guilt, Women, and Gender (Wellesley College, 1988)
Report of the Governor's Task Force on the Glass Ceiling Initiative (Wisconsin Women's Council, November, 1993)
Secrets in Public - Sexual Harassment in Our Schools
Susan B. Anthony Birthday Celebration Kit (Michigan State Board of Education, Office for Sex Equity
Teaching Gifted Minority and Female Children: Striving for Excellence (The American University, December, 1982)
Teaching Tolerance Magazine (subscription)
Terror in Our Neighborhoods (The Klanwatch Project of the Southern Poverty Law Center, April, 1990)

Miscellaneous Periodicals, Reports and Papers (Continued)

Title IX: A Practical Guide to Achieving Sex Equity in Education (National Coalition for Women and Girls in Education, November, 1988)
Turing's Man, Turing's Woman, or Turing's Person?: Gender, Language, and Computers (Wellesley College, 1986)
The United Decade for Women, 1976-1985: Employment in the United States (July, 1985)
United States Women: Issues and Progress in the UN Decade for Women, 1976-1985
Vocational Brochures - Samples (developed by CESA #10)
Wisconsin Women and the Law (1989)
Wisconsin Youth Risk Behavior HIV/AIDS Prevention Education Survey Results (WI Department of Public Instruction, 1991)
Women Advancing in Administration: Fact or Fiction (West Virginia Department of Education, 1990)
Women at Thirtysomething: Paradoxes of Attainment (U.S. Department of Education, June, 1991)
Women in the Military - Career Progression Not a Current Problem but Concerns Remain
Women, Race, and Ethnicity - A Bibliography
Women's Audio-Visuals in English (WAVE) - A Guide to Nonprint Resources in Women's Studies
Women's Studies in Wisconsin - Who's Who and Where (subscription)
The Work and Family Responsibilities of Black Women Single Parents (Wellesley College, 1985)
Working Papers Other Publications (Center for Research on Women)
Youth Indicators, 1993

October, 1994

DPI/UW-STOUT EQUITY RESOURCE CENTER
Center for Vocational, Technical and Adult Education
University of Wisconsin-Stout
225C Applied Arts Building
Menomonie, WI 54751
(715) 232-1885
FAX: (715) 232-1985

REQUEST FORM

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Phone Number: _____

Wisconsin Vocational Equity Cadre Member Name: _____

Signature _____

Per phone request:
Date: _____
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DPI/UW-STOUT EQUITY RESOURCE CENTER
Center for Vocational, Technical and Adult Education
University of Wisconsin-Stout
225C Applied Arts Building
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Appendix D

Newsletters

Wisconsin VOCATIONAL EQUITY NEWS

Volume 8, Number 1 **Fall/Winter, 1994**

Welcome

The *Wisconsin Vocational Equity News*, published in the fall and spring of each school year, provides information of interest on equity issues for Wisconsin educators. Submission of articles and reports of equity activities are encouraged and would be greatly appreciated. Contact: Linda Riley, Editor Wisconsin Vocational Equity Leadership Project, UW-Stou , 225C Applied Arts Building, Menomonie, WI 54751.

Cadre Focus to Expand

For the past seven years, the Wisconsin Gender Equity Leadership Cadre members have received information and training in the area of gender equity. These people have become regional gender equity experts and have provided technical assistance and staff development to many local school districts throughout the state. Because of their "equity expert" status many local district administrators and staff are turning to this cadre of people to provide more information and training in equity issues other than gender.

In response to this need, the Wisconsin Department of Public Instruction FY95 guidelines for the Carl Perkins Equity Projects required that grant recipients move toward cultural competency to meet the growing requests for information and training to assist staff and students understand the increasingly diverse communities in which they learn, work, live, and play. To assist cadre members with this task, the Wisconsin Vocational Equity Leadership Cadre training will begin to explore cultural competence in an effort to prepare cadre members to better serve local school districts in the state of Wisconsin.

Moving Toward The Gender Equity Measure

As districts already are aware, or will be soon, the district profile reflecting the status of compliance with the secondary state standards and measures has been mailed to each local district. Progress in meeting these standards is a requirement of funding from the Carl D. Perkins Vocational and Applied Technology Education Act of 1990. The fifth measure is directly related to the work we do in vocational equity. It states that "The rate of participation within any vocational education program by each gender will exceed 25%."

While the enrollment patterns may not come as any surprise to district personnel, there are some concrete steps that can be taken immediately to begin drafting a plan of action for addressing any areas of noncompliance with the standard. Any of the vocational education program areas that do not include at least 25% of each gender ought to be examined closely and carefully in light of the following potential sources of bias:

- The general focus of the course/program curriculum - Is the curriculum one which has broad appeal and relevancy to students of color and of both genders or does it reflect long held stereotypes and traditional views of "appropriate" roles?
- Texts and instructional materials - Do the students see themselves and their experiences in the materials used within the classroom setting, in displays and on bulletin boards and posters or do those materials reflect just one particular racial/ethnic group, ability level, or gender?

... continued on page 5 ...

Vocational Equity News is published by the Center for Vocational, Technical and Adult Education, University of Wisconsin-Stout, 225C Applied Arts Building, Menomonie, Wisconsin 54751 (715) 232-1885 through a Carl Perkins Vocational and Applied Technology Education grant from the Bureau for Vocational Education, Wisconsin Department of Public Instruction, John T. Benson, State Superintendent. Contact person: Linda Riley, Project Director/Editor. UW-Stout and DPI are equal opportunity and affirmative action employers and educators and do not discriminate on the basis of race, sex, age, religion, sexual orientation, handicap, national origin or ancestry.

DPI/UW-Stout Equity Resource Center

The DPI/UW-Stout Equity Resource Center contains a wide variety of materials appropriate for staff and students in grades K-12. These resources include curriculums, classroom activities, staff development programs and professional development resources on a wide variety of subjects related to equity including prejudice reduction, bias and stereotyping, careers and nontraditional occupations, sexual harassment, male equity issues, and multi-cultural education. In the past twelve months, approximately 125 new resources have been added to the collection.

Local school districts can obtain a listing of the resources, as well as access resources, by contacting a member of their local CESA Equity Cadre. (See List of Cadre Members, pages 3 &4.)

New Resources for Integrating the Study of Gender and Race

- *Sisters in the Blood, The Education of Women in Native American* (Book - 349 p.) This book fills a critical gap in the literature of American Education. Based on detailed research, this book challenges all deficit models of education, for American Indian Women in specific, and for all students.
- *Making Waves an Anthology of Writings By and About Asian American Women* (Book, 481 p.) By and about women who trace their roots to Asia, this ground-breaking anthology includes autobiographical writings, poems, short stories, essays and photographs.
- *Black Women in White America - A Documentary History* (Book, 630 p.) A magnificent collection of original documents covering the period from the 1800's to the present. These letters, journals, and other first-person accounts reveal the strength, pride and sense of community of Black women in the U.S.
- *Adelante Mujeres!* (Video, 30 min.) A powerful and affirming documentary of the history of Mexican-American/Chicana Women.
- *Notable Hispanic American Women* (Book, 448 p.) Based on a mixture of personal interviews, book studies, and/or articles, the entries in this book feature historical and contemporary women from a broad range of professions, including medicine, labor, entertainment, business, law, sports, journalism, science, education, politics, religion, literature, and others and cover the noteworthy personal, family, and career details that helped shape and define each woman's life.

What the people want is very simple. They want an America as good as its promise.

Barbara Jordan at Harvard Commencement, 1977

Lets Teach Women's History All Year Long

Many resources are available to assist teachers in integrating the contributions of women into their curriculums. The following is one of many programs available from the DPI/ UW-Stout Equity Resource Center to teachers in Wisconsin.

Women In American Life - Video Series

These five unique videos feature over 700 historical photographs selected from dozens of photo archives throughout the country. Multicultural in scope, each video examines a particular period of U.S. history, covering the daily life experiences, work lives, and involvement with social issues of women from a wide variety of geographic, racial and ethnic populations. The lively pace, thoughtful analysis, and carefully chosen music will capture the imagination and hold the attention of secondary and adult audiences.

Program 1:	1861-1880:	Civil War, Recovery and Westward Expansion
Program 2:	1880-1920:	Immigration, New Work and New Roles
Program 3:	1917-1942:	Cultural Image and Economic Reality
Program 4:	1942-1955:	War Work, Housework and Growing Discontent
Program 5:	1955-1977:	New Attitudes Force Dynamic Changes

For more information, contact your CESA Equity Cadre, or call UW-Stout, Jeanne Stoeklen (715) 232-1386 or Linda Riley (715) 232-1885.

You don't get there <u>because</u>, you get there <u>in spite of</u>.

Janet Collins quoted in <u>I Dream A World</u>, 1989

"Wild" Women May Appeal to High School Girls

<u>Wild Women: Crusaders, Curmudgeons & Completely Corsetless Ladies in the Otherwise Virtuous Victorian Era</u> by Autumn Stephens is a delightful book of thumbnail sketches of "independent" and "utterly outrageous foremothers." (Conari Press, $12.95)

Along with well-known women such as Harriet Tubman, Sojourner Truth, Mary "Mother" Jones, and Elizabeth Blackwell, Stephens tells us about Pauline Cushman, actress and spy taken prisoner in the Civil War by Confederate soldiers; Nancy Delsey, only woman in a party of 33 that set off from St. Louis for California; Elisabet Ney, "founder of art in Texas"; Delia Bacon, author of a 700-page book denouncing William Shakespeare as a fraud.

Reading about these unconventional lives is an antidote for excessive worry about what others may think.

(Reprinted from WCSEE News, February, 1994)

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- Behaviors of school personnel -
  Do the personnel within a school and within the school district "talk the talk" and "walk the walk" of equity in their interactions with students?
- Guidance and counseling practices and procedures -
  Do the staff members advising students on potential course selections and career preparation unintentionally foster traditional sex role stereotyping by their comments and/or reactions to student selections or do they encourage exploration of a wide variety of career options?
- Classroom interactions -
  Are all staff members aware of the importance of being trained to recognize the types of interactions which occur in the classroom (between teacher and student and student to student) which may reinforce sex role bias and stereotyping or which may support the continuation of long held racial biases?
- General "equity climate" of the school environment -
  Is the climate within the school one which welcomes and celebrates diversity or is it one which has a chilling effect on students and the differences between them?
- Segregated classes and groupings -
  Even though illegal, do districts allow segregated classes and groupings to continue to occur, thus setting up an adversarial relationship between groups?
- Vocational Education and its history of sex role stereotyping -
  Historically, vocational education has been a major contributor to fostering occupational roles, particularly, defined by gender. Is this allowed to continue within the program areas or are specific, focused efforts made to negate the prior sex role stereotyping?
- Physical education and athletics and sex segregation which has occurred in the past -
  Are classes separated by gender allowed to continue? Is one gender's sports and/or athletic program given preference over another (this is illegal)?
- Extracurricular activities and events -
  Are all students encouraged to explore interests and talents in a variety of extracurricular activities and events, or is there a hidden message within the school environment that certain activities are for only one particular group of students?
- Sex stereotyped roles held by adults within the school environment -
  Are all the administrators of one gender and the support staff of another? Are all bus drivers male and cafeteria/ kitchen workers female? Do students have an opportunity to see and interact with adults of color and of both genders in a variety of roles?
- Lack of a variety of sex role modeling in occupations and activities by adult members of the community -
  When guest speakers, panel members, visitors, etc. from the community are brought into the school, do they show students the vast array of occupational/ career choices all individuals have and do at least some of them model nontraditional career options?
- Condition and location of classrooms -
  Is the condition of classrooms at the very least neutral, and at the best, are they inviting, orderly, comfortable areas in which to learn? Is the access to these classrooms through safe, well lighted hallways? Can students and staff feel physically safe traveling to these areas?
- A harassment free environment -
  Is the entire community committed to providing an educational environment for **all** their students that is free of sexual and racial harassment as well as other forms of harassment? Is there ongoing professional and student training on the issues related to harassment as well as to bias, stereotyping and discrimination? Are school policies on harassment and discrimination published, uniformly followed and enforced?
- Emphasis on career exploration and information from pre-kindergarten through adult learning -
  The reality of encouraging students to consider a broad range of occupational and career options is that they need to have that information on career options at a very early age. The information then needs to become more sophisticated and more complex as the students progress through the educational system. Adults also need current, updated career information as well.

We are very fortunate in Wisconsin to have a very strong Pupil Nondiscrimination statute (s. 118.13, Wis. Statutes) which protects students from discrimination on the basis of 13 protected categories. It behooves district personnel, students, and community members to become very familiar with that law in order to ensure that students are provided an equitable educational experience.

School districts may find that working toward compliance with the gender equity standard and measure is frustrating. Often change comes very slowly and in very small increments. The important thing is that, over time, there is some measure of progress. This will be a very long, slow process, and it's important to face that reality immediately. The ultimate benefit for students is well worth the effort, however, so don't give up on your work. Good luck!

Barbara L. Schuler, Administrator, Vocational Equity and Teen Single Parent Programs

We have to improve life, not just for those who have the most skills and those who know how to manipulate the system. But also for and with those who often have so much to give but never get the opportunity.

Dorothy Height

quoted in And Still I Rise, 1988

Use WiseNet to Connect About Equity

Anyone can communicate electronically within the state through the WiseNet electronic "highway." If you have a computer, a modem and communication software, you can easily "log on" to the statewide network. Call:

(608) 267-0360 (in Madison)
1-800-322-9374 (toll-free long distance in Wisconsin)

Use the WiseNet phone number with the process your particular telecommunications software provides. Once you get the CONNECT message, the WiseNet Bulletin Board software will take control. You'll need to have thought of a password so you can plug it in when it is asked for.

When you reach the WiseNet Bulletin Board, you can leave messages for 1) anyone who looks at the network, 2) an individual whom you have named, 3) anyone interested in a special topic.

Melissa Keyes, DPI Sex Equity Consultant, has established a special interest group called "Pupil Nondiscrimination" on WiseNet. When you are on the system, look for (S) Special Interest Groups and then (O) Pupil Nondiscrimination. Or send a message directly to someone personally.

Japan Lags in Treatment of Women Workers

Japan is often considered a model for employment practices, but not when women are concerned. It ranks first in the world for quality of life, according to a U.N. study this year. When treatment of women is considered, the ranking drops to 17.

Women's average earnings are only half of men's, and less than 10% of administrative jobs are held by women, according to the study. There are no women among the workers on Honda's assembly line. At police headquarters in Osaka 26 people—all men—take calls at a high tech communications center.

At the *Sankei* newspaper of Osaka there are 20 women among 500 reporters. Most Japanese politicians are men, and they prefer dealing with male reporters, according to a male writer. "Japanese society is still a male society," he said.

Women in white-collar jobs are "office ladies" or "tea pourers," who are seen as future wives and mothers. One of the required courses in a two-year technical college course in Tokyo is "tea serving."

(Reprinted from WCSEE News, February, 1994 - Information from Madison Wisconsin State Journal)

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Wisconsin Vocational Equity News

Volume 8, Number 2 Spring, 1995

GESA Facilitator Training Offered Several Slots Still Open

The University of Wisconsin-Stout Vocational Equity Leadership Project in conjunction with the Wisconsin Department of Public Instruction is sponsoring two GESA (Gender/Ethnic Expectations Student Achievement) Facilitator Training Workshops for interested K-12 educators. The GESA program has three major objectives: 1) GESA teachers will reduce disparity in the frequency distribution pattern of their interactions with students (measured by Classroom observations), 2) GESA students will achieve significantly higher average gains in reading and mathematics as measured by pre- and post-standardized achievement test scores, and 3) GESA teachers will increase the use of non-stereotypical interactions, materials and activities. As a result of this training, facilitators will be able to conduct GESA teacher training in their local schools district.

Workshops are tentatively scheduled for April 27-29, 1995 and June 7-9, 1995. As past experience has indicated that training two people from the same district greatly increases the chances for implementation at the local level, preference will be given to teams.

(continued on page 2)

Perkins Funding Available for Equity Demonstration Projects

The application guidelines for use of funding provided by the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 have been developed for fiscal year 1996 (the 1995-96 school year). One of the categories of funding under Title II, Part B, Sex Equity is the category of Equity Demonstration/ Development/Research Projects. These projects are intended to develop an equity initiative or model for other local education agencies to use or to research a particular topic within the equity area. They are to relate to the overall state vocational equity program directions and are to serve or support students in the public school districts (K-12). If developed at the local district level, the projects should directly relate to equity issues and efforts identified in the local district equity plan submitted as part of the Carl Perkins funding requirements.

Local education agencies and/or CESAs may apply for this funding. The due date for project applications is **March 1, 1995**, and the recipients will be selected after a competitive review process. Each project is to be

(continued on page 2)

Dates Set for Sexual Harassment Complaint Investigation Workshops

The Wisconsin Department of Public Instruction in collaboration with the Wisconsin Equity Leadership Cadre Chairs in CESA 5 (Pam Hilleshiem Setz), CESA 7 (Dan Konop), and CESA 11 (Barb Wehman) will hold three regional workshops designed to assist those who investigate complaints alleging sexual harassment by students or employees for public school districts. Melissa Keyes, Sex Equity Consultant at the Department of Public Instruction, will be the principal facilitator of the workshops. She has trained school personnel in sexual harassment issues since 1981 and has facilitated resolution of appeals to the state superintendent of sexual harassment complaints. Participants at each site will be invited to share their experiences and concerns in investigating complaints.

Workshops dates and locations are as follows:

March 7- Blankenhaus Restaurant - Portage
March 29 - Holiday Inn - Manitowoc
March 31 - UW-Barron - Rice Lake

(continued on page 2)

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GESA Training (continued)

Registration fees, materials, lunch and breaks will be provided by the sponsoring agencies and graduate credit may be available. All other expenses will be the responsibility of the district or individual participant.

If you are interested in participating in one of these workshops, please contact Linda Riley at (715) 232-1885, Fax (715) 232-1985 or email rileyl@uwstout.edu as soon as possible as workshop enrollment is limited.

Equity Demonstration Projects (continued)

funded for a maximum award of **$2,500**, and are intended to serve as "seed" money for initiating an equity idea within the framework of local district or CESA equity efforts. Your district Local Vocational Education Coordinator (LVEC) or District Administrator will have either a copy of the guidelines or information on how to access the guidelines from WISENET.

To give potential applicants an idea of the types of equity projects currently being funded, the Equity Demonstration/Development/Research Projects funded for fiscal year 1995 (the 1994-95 school year) are summarized below.

- CESA#2 - Nontraditional Careers
  This project provides an opportunity to explore nontraditional careers. Presentations and mentoring by students currently enrolled in nontraditional career programs at the technical colleges are included in this plan.
- CESA #2 - Parents and Children Together
  This project intends to build awareness in both parents and children about the interrelationship of gender bias and stereotyping and domestic abuse/family violence. A pilot test will be conducted with participants who are residents of homeless shelters and shelters for battered women and children.
- CESA #2 - Promoting Non-Sexist Child Care
  This project intends to develop a curriculum unit which focuses on non-sexist child care. It would be used as a supplement to Assistant Child Care Worker and the Parents and Children curricula.
- CESA #2 - Students Teaching Students
  This project provides training experiences for students from several school districts who will return to their districts as peer trainers on issues of sexual harassment.
- CESA #3 - Equity Project ENCOUNTER
  This project provides exploratory activities in nontraditional careers for middle school students. Students are to interview adults in nontraditional careers and then summarize their findings in an essay or video. Prizes are to be awarded for the best summaries on "Take Our Daughters to Work Day, 1995."
- CESA #5 - Equity/Sexual Harassment
  This project will provide seminar training for districts. It would train participants to lead their districts in a proactive effort to reduce and prevent sexual harassment.
- CESA #12 - Equity Demonstration
  This project will use the funds to offer "mini grants" to local districts within CESA #12. The mini grants are intended to be used as seed money for the district to implement a component of their vocational equity plan.
- Stevens Point
  This project supports the equity activities of the CIO (Contemporary Issues Organization) at Stevens Point Area Senior High School. The CIO group intends to sponsor plays on sexual harassment/sexual assault; to coordinate panel discussions on topics such as homophobia and women in math, science, and computers; and to produce a brochure on sex bias and stereotyping to be distributed to parents in the district.

If you have any further questions, please contact your LVEC or Barbara L. Schuler, Administrator, Vocational Equity and Single Parent Programs, at the Wisconsin Department of Public Instruction (608) 267-9170.

Sexual Harassment Workshops (continued)

TIME: 9:00 a.m. to 2:30 p.m.

REGISTRATION FEE: $30.00 per person (includes lunch, breaks and materials)

Equivalency Clock Hours will be available for full participation. Registration for each one-day session is limited. For more information, please contact Melissa Keyes, Wisconsin Department of Public Instruction, at (608) 267-9157.

MARK YOUR CALENDAR

What: Second Annual Equity and Multicultural Education Convention

When: November 2-4, 1995

Where: Hyatt Regency - Milwaukee, Wisconsin

Our Cadre Members Make Us Proud
New Video Productions Released

Media Mayhem-More than Make Believe, first-place winner at the 1994 Firstview Conference, Washington D.C., is the most recent video in a long list of videos produced by veteran cadre member Eileen Littig. It takes a look at how violence is glamorized and illustrates the illusion of screen violence as a highly developed technical craft. *Media Mayhem* is an entertaining introduction to media. This 30 minute video is supported by a 43 page teacher guide. For more information on this and other videos produced by Eileen, contact NEWIST/ CESA #7, Studio B, UW-Green Bay, Green Bay, WI 54311, 800-633-7445.

Women in Policing, written and produced by cadre member Jocelyn Riley, is the second in a series on women in nontraditional work. This 15 minute videotape features six female police officers with different specialities including a neighborhood police officer, a detective, a mounted police officer and more. The women share their perceptions of the challenges and satisfactions as well as the variety of opportunities in this career field. For more information on this and other videos produced by Jocelyn, contact Her Own Words, P.O. Box 5264, Madison, WI 53705, (608) 271-7083.

ESEA Signed Into Law

On October 20, 1994, the Elementary and Secondary Education Act (ESEA), including the WEEA provisions, was signed into law by President Clinton, ending nearly two years of efforts by equity advocates nationwide. Enactment came after several hours of House and Senate floor debate including stalling tactics, debilitating amendments, and efforts to derail were finally overcome. The gender equity provisions included in the final version are:

- Teacher training to meet needs of diverse students.
- Math and Science training programs to reach underrepresented groups (especially females and all people of color).
- Sexual harassment programs given access to "Safe Schools" grant money to address violent and disruptive behaviors.
- Dropout prevention to meet needs of pregnant and parenting teens.
- WEEA expanded for broader implementation of model equity programs; and creation of "Special Assistant for Gender Equity" in DoE.
- Data collection on achievement and participation broken down by sex, race, ethnicity and other factors when feasible.
- Coordinated school-based services to improve access to health, social and educational services may be funded with up to 5% of ESEA funds to a district.
- College athletics' participation rates and expenditures must now be disclosed.

(Adapted from *NCSEE News*, Winter, 1995)

NSF Award To AAAS Seeks Gender Equity as the Norm

In its largest single award to date to promote gender equity in the sciences, NSF recently committed $1.5 million to the American Association for the Advancement of Science (AAAS) for a three-year Collaboration for Equity Initiative. Its purpose is to make equity for girls and women a central rather than a peripheral consideration in efforts to reform science and mathematics education. The focus of the initiative is to develop an Equity Impact Assessment that articulates definitions and indicators, which are necessary in determining progress and success. The collaboration includes such wide-reaching groups as the Education Development Center, Inc., a research and development organization, and Girls Incorporated, a national organization that serves young girls. The initiative represents a significant change in approach to gender equity because it seeks to highlight the best practices and policies that serve all young people well, drawing on research about gender, race, class, disability, and language. [Mary Hanson/Njuguna Kabugi]

*Read, Reflect, Retool

You are invited to participate in a 3 R's* retreat on education for a diverse society. As a participant, you will have blocks of time for each of the following: reading in a specific area of multicultural education or anti-bias education, personal reflection on how to retool (reorganize, restructure) your work in light of your reading, sharing with others, and enjoying the north woods.

For a schedule of upcoming retreats and registration information contact: FULL CIRCLE, N9136 Big Lake Rd., Gresham, WI 54128, (715) 787-4427.

"Take Your Daughters to Work" Day
April 27, 1995

This national day of celebration has been set aside to encourage girls to think about their futures and for us to listen to their dreams. Based on the research that shows girls' confidence and self-esteem drops dramatically at around age 11, this day was conceived to help young women explore the world of work, give them hands-on experience in the workplace, and give them an opportunity to learn what their parents or other adults actually do in their work. It is an attempt to help young women develop a positive self-image and see the prospects of a bright future. In 1994 an estimated 30,000 to 50,000 girls in Wisconsin participated in their communities' workplaces and activities.

Many national, state and regional resources are available as schools and communities plan their activities. Contact your CESA Equity Cadre Chair for help, or write the Wisconsin Women's Network, 16 N. Carroll Street, Suite 720, Madison, WI 53703, (608) 266-2219, for their "Take Our Daughters to Work Day" public education packet. Additionally, the Ms Foundation for Women, founder of TYDTWD, has many resources available including T-shirts, Buttons, Organizer's Kits, Guides for Parents and Employers, Girls and Boys Lesson plans and more. For more information contact: Ms Foundation for Women, Take Your Daughter to Work Day, 141 Fifth Avenue, Suite 6s, New York, NY 10010, 1-800-353-2525.

Gender Equity Leadership Project
Center for Vocational, Technical
and Adult Education
University of Wisconsin-Stout
225C Applied Arts Building
Menomonie, WI 54751
144-05-01670

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Appendix E

1994-95 Composite Report Summary

Item Statement		Total N %	Male N %	Female N %
1. Develop and implement a district policy statement on sex equity.	Omit. . .	2 3.3	2 4.8	0 0.0
	(1) Not done.	5 8.2	3 7.1	1 6.3
	(2) In planning stage	10 16.4	6 14.3	4 25.0
	(3) Has been done	44 72.1	31 73.8	11 68.8
2. Develop and implement a K-12 district-wide equity plan.	Omit. . .	5 8.2	3 7.1	2 12.5
	(1) Not done.	12 19.7	6 14.3	5 31.3
	(2) In planning stage	15 24.6	12 28.6	3 18.8
	(3) Has been done	29 47.5	21 50.0	6 37.5
3. Develop and implement an inservice program for staff to become more aware of equity issues and actions that promote equity.	Omit. . .	2 3.3	2 4.8	0 0.0
	(1) Not done.	26 42.6	15 35.7	10 62.5
	(2) In planning stage	17 27.9	13 31.0	2 12.5
	(3) Has been done	16 26.2	12 28.6	4 25.0
4. Collect and analyze staffing pattern data by female/male.	Omit. . .	3 4.9	1 2.4	2 12.5
	(1) Not done.	25 41.0	15 35.7	9 56.3
	(2) In planning stage	12 19.7	9 21.4	2 12.5
	(3) Has been done	21 34.4	17 40.5	3 18.8
5. Actively select women to serve in leadership roles, such as department chairs, chairs of special committees, participants in leadership training sessions.	Omit. . .	0 0.0	0 0.0	0 0.0
	(1) Not done.	9 14.8	5 11.9	3 18.8
	(2) In planning stage	4 6.6	3 7.1	1 6.3
	(3) Has been done	48 78.7	34 81.0	12 75.0
6. Actively select men to serve in supportive/ nurturing roles.	Omit. . .	3 4.9	2 4.8	1 6.3
	(1) Not done.	14 23.0	9 21.4	4 25.0
	(2) In planning stage	7 11.5	5 11.9	2 12.5
	(3) Has been done	37 60.7	26 61.9	9 56.3

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Table 7271.S
Administrator Survey

	Item Statement		*Total* N %	*Male* N %	*Female* N %
	7-11. Ensure that equal employment opportunity is practiced in:				
7.	development of job descriptions and qualification requirements.	Omit. . .	2 3.3	1 2.4	1 6.3
	(1) Not done.		1 1.6	1 2.4	0 0.0
	(2) In planning stage		2 3.3	0 0.0	2 12.5
	(3) Has been done		56 91.8	40 95.2	13 81.3
8.	advertisement.	Omit. . .	2 3.3	1 2.4	1 6.3
	(1) Not done.		1 1.6	1 2.4	0 0.0
	(2) In planning stage		1 1.6	1 2.4	0 0.0
	(3) Has been done		57 93.4	39 92.9	15 93.8
9.	employment interviews.	Omit. . .	3 4.9	1 2.4	2 12.5
	(1) Not done.		0 0.0	0 0.0	0 0.0
	(2) In planning stage		1 1.6	0 0.0	1 6.3
	(3) Has been done		57 93.4	41 97.6	13 81.3
10.	wages and benefits.	Omit. . .	1 1.6	0 0.0	1 6.3
	(1) Not done.		0 0.0	0 0.0	0 0.0
	(2) In planning stage		2 3.3	0 0.0	2 12.5
	(3) Has been done		58 95.1	42 100.0	13 81.3
11.	opportunities for advancement.	Omit. . .	2 3.3	0 0.0	2 12.5
	(1) Not done.		3 4.9	2 4.8	1 6.3
	(2) In planning stage		2 3.3	0 0.0	2 12.5
	(3) Has been done		54 88.5	40 95.2	11 68.8
12.	Assist staff in providing a bias-free environment for students.	Omit. . .	0 0.0	0 0.0	0 0.0
	(1) Not done.		12 19.7	11 26.2	1 6.3
	(2) In planning stage		17 27.9	8 19.0	9 56.3
	(3) Has been done		32 52.5	23 54.8	6 37.5

	Item Statement	Total N %	Male N %	Female N %
13.	Provide leadership in changing curriculum to ensure that both content and instructional materials are sex fair and help students prepare for expanding roles. Omit. . .	1 1.6	1 2.4	0 0.0
	(1) Not done.	10 16.4	8 19.0	2 12.5
	(2) In planning stage	20 32.8	11 26.2	8 50.0
	(3) Has been done	30 49.2	22 52.4	6 37.5
14.	Design the master class schedule to encourage sex fair enrollment patterns. For example, avoid scheduling a traditionally female class at the same time as a traditionally male class. Omit. . .	11 18.0	7 16.7	4 25.0
	(1) Not done.	4 6.6	1 2.4	2 12.5
	(2) In planning stage	10 16.4	4 9.5	6 37.5
	(3) Has been done	36 59.0	30 71.4	4 25.0
15.	Monitor class enrollment trends, paying particular attention to any class or program enrolling more than 75% of one sex. Omit. . .	7 11.5	3 7.1	4 25.0
	(1) Not done.	8 13.1	4 9.5	4 25.0
	(2) In planning stage	8 13.1	6 14.3	2 12.5
	(3) Has been done	38 62.3	29 69.0	6 37.5
16.	Promote the idea of equity and educational excellence to parents and community members through advisory committees, task forces, newsletters, etc. Omit. . .	2 3.3	1 2.4	1 6.3
	(1) Not done.	14 23.0	10 23.8	3 18.8
	(2) In planning stage	13 21.3	5 11.9	7 43.8
	(3) Has been done	32 52.5	26 61.9	5 31.3
17.	Ensure compliance with federal and state pupil nondiscrimination requirements. Omit. . .	3 4.9	1 2.4	2 12.5
	(1) Not done.	1 1.6	0 0.0	0 0.0
	(2) In planning stage	3 4.9	2 4.8	1 6.3
	(3) Has been done	54 88.5	39 92.9	13 81.3

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Table 7271.S
Administrator Survey

	Item Statement	*Total* N %	*Male* N %	*Female* N %
	18-22. The following activities are being used to promote equity:			
18.	required vocational exploratory courses for all students. Omit. . .	6 9.8	1 2.4	5 31.3
	(1) Not done.	13 21.3	9 21.4	3 18.8
	(2) In planning stage	4 6.6	4 9.5	0 0.0
	(3) Has been done	38 62.3	28 66.7	8 50.0
19.	student orientation sessions which highlight nontraditional occupations and the training needed for these occupations. Omit. . .	4 6.6	2 4.8	2 12.5
	(1) Not done.	13 21.3	9 21.4	4 25.0
	(2) In planning stage	7 11.5	6 14.3	1 6.3
	(3) Has been done	37 60.7	25 59.5	9 56.3
20.	prevocational classes or sessions that orient students to a nontraditional area. Omit. . .	8 13.1	3 7.1	5 31.3
	(1) Not done.	11 18.0	8 19.0	2 12.5
	(2) In planning stage	11 18.0	7 16.7	4 25.0
	(3) Has been done	31 50.8	24 57.1	5 31.3
21.	peer support groups for students enrolled and considering enrolling in nontraditional classes. Omit. . .	9 14.8	4 9.5	5 31.3
	(1) Not done.	35 57.4	25 59.5	8 50.0
	(2) In planning stage	7 11.5	5 11.9	2 12.5
	(3) Has been done	10 16.4	8 19.0	1 6.3
22.	active encouragement and support by counselors for students interested in nontraditional careers. Omit. . .	2 3.3	1 2.4	1 6.3
	(1) Not done.	4 6.6	1 2.4	3 18.8
	(2) In planning stage	7 11.5	4 9.5	3 18.8
	(3) Has been done	48 78.7	36 85.7	9 56.3
23.	Check one: Omit. . .	3 4.9	0 0.0	0 0.0
	(1) Male.	42 68.9	42 100.0	0 0.0
	(2) Female.	16 26.2	0 0.0	16 100.0

Item Statement	Total N %	Male N %	Female N %
1. Review curriculum, content, activities and projects for appropriateness to both females and males on a regular basis. Omit. . .	24 2.3	6 1.8	16 2.3
(1) Not done.	218 20.7	73 22.1	143 20.6
(2) In planning stage	115 10.9	39 11.8	75 10.8
(3) Has been done	696 66.1	212 64.2	460 66.3
2. Eliminate or modify materials or activities that may reinforce bias and stereotyping. Omit. . .	17 1.6	6 1.8	10 1.4
(1) Not done.	129 12.3	47 14.2	81 11.7
(2) In planning stage	119 11.3	44 13.3	72 10.4
(3) Has been done	788 74.8	233 70.6	531 76.5
3. Collect and analyze enrollment statistics by course and program to determine male/female enrollment patterns. Omit. . .	92 8.7	15 4.5	71 10.2
(1) Not done.	641 60.9	179 54.2	441 63.5
(2) In planning stage	90 8.5	34 10.3	56 8.1
(3) Has been done	230 21.8	102 30.9	126 18.2
4. Infuse ideas about careers in lesson plans. Incorporate current information on changing trends in the work force. Discuss the importance of expanding female and male choices in careers. Omit. . .	20 1.9	4 1.2	15 2.2
(1) Not done.	123 11.7	43 13.0	76 11.0
(2) In planning stage	142 13.5	42 12.7	98 14.1
(3) Has been done	768 72.9	241 73.0	505 72.8
5. Reinforce realistic job futures, (i.e., most women and men can expect to hold paying jobs even if they marry and have families.) Omit.	26 2.5	7 2.1	17 2.4
(1) Not done.	137 13.0	44 13.3	90 13.0
(2) In planning stage	91 8.6	39 11.8	52 7.5
(3) Has been done	799 75.9	240 72.7	535 77.1

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Table 7274.S
Teaching Staff Survey

Item Statement	*Total* N %	*Male* N %	*Female* N %
6. Use materials that show the changing roles of men and women, both in the workplace and in the family. Omit. . .	17 1.6	4 1.2	12 1.7
(1) Not done.	169 16.0	68 20.6	96 13.8
(2) In planning stage	126 12.0	37 11.2	87 12.5
(3) Has been done	741 70.4	221 67.0	499 71.9
7. Plan student activities that help female and male students work together more effectively. Omit. . .	17 1.6	4 1.2	12 1.7
(1) Not done.	95 9.0	39 11.8	54 7.8
(2) In planning stage	87 8.3	32 9.7	52 7.5
(3) Has been done	854 81.1	255 77.3	576 83.0
8. Design course information materials such as brochures, course descriptions and handouts to encourage both females and males to enroll. Omit. . .	124 11.8	14 4.2	104 15.0
(1) Not done.	526 50.0	139 42.1	373 53.7
(2) In planning stage	94 8.9	36 10.9	57 8.2
(3) Has been done	309 29.3	141 42.7	160 23.1
9. Evaluate teaching behaviors that encourage equity, (e.g., nonsexist langauge, discipline, and reinforcement as well as equal attention to females and males). Omit.	22 2.1	1 0.3	9 1.3
(1) Not done.	104 9.9	37 11.2	64 9.2
(2) In planning stage	77 7.3	22 6.7	55 7.9
(3) Has been done	850 80.7	270 81.8	566 81.6
10. Portray females and males in both traditional and nontraditional roles during discussions and visually in materials and displays such as bulletin boards. Omit. . .	27 2.6	4 1.2	11 1.6
(1) Not done.	111 10.5	42 12.7	66 9.5
(2) In planning stage	102 9.7	36 10.9	65 9.4
(3) Has been done	813 77.2	248 75.2	552 79.5

Item Statement	Total N %	Male N %	Female N %
11. Incorporate the topics of sex discrimination, stereotyping and bias into regular course content and discussions whenever possible. Omit. . .	43 4.1	5 1.5	26 3.7
(1) Not done.	218 20.7	77 23.3	138 19.9
(2) In planning stage	95 9.0	27 8.2	68 9.8
(3) Has been done	697 66.2	221 67.0	462 66.6
12. Help arrange for nontraditional role models, both men and women, to be speakers for career days, shadowing, mentoring, and classroom instruction. Omit. . .	52 4.9	9 2.7	31 4.5
(1) Not done.	440 41.8	149 45.2	285 41.1
(2) In planning stage	183 17.4	45 13.6	135 19.5
(3) Has been done	378 35.9	127 38.5	243 35.0
13. Involve students in identifying examples of sex discrimination, stereotyping and bias in text-books, curriculum materials, and media. Omit.	51 4.8	10 3.0	28 4.0
(1) Not done.	444 42.2	135 40.9	302 43.5
(2) In planning stage	137 13.0	47 14.2	87 12.5
(3) Has been done	421 40.0	138 41.8	277 39.9
14. Assist both boys and girls in recognizing that it is very likely their adult roles will include paid work, parenting and homemaking. Omit. . .	34 3.2	6 1.8	15 2.2
(1) Not done.	164 15.6	62 18.8	100 14.4
(2) In planning stage	100 9.5	39 11.8	60 8.6
(3) Has been done	755 71.7	223 67.6	519 74.8
15. Model sex-fair behavior in actions and words conveying to others the importance of equality. Omit. . .	25 2.4	4 1.2	9 1.3
(1) Not done.	77 7.3	24 7.3	52 7.5
(2) In planning stage	57 5.4	29 8.8	27 3.9
(3) Has been done	894 84.9	273 82.7	606 87.3

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Table 7274.S
Teaching Staff Survey

	Item Statement		*Total* N %	*Male* N %	*Female* N %
16.	Check one:	Omit. . .	29 2.8	0 0.0	0 0.0
	(1) Male.		330 31.3	330 100.0	0 0.0
	(2) Female.		694 65.9	0 0.0	694 100.0
17.	Indicate the level(s) at which you are assigned:	Omit. . .	16 1.5	0 0.0	3 0.4
	(1) elementary (K-6).		424 40.3	61 18.5	358 51.6
	(2) junior high (7-8)		301 28.6	126 38.2	172 24.8
	(3) senior high (9-12).		362 34.4	190 57.6	168 24.2
	(4) K-12 specialist		54 5.1	9 2.7	41 5.9
18.	Which of the following best describes the area you teach:	Omit. . .	15 1.4	1 0.3	2 0.3
	(1) general (elementary, math, English, physical education, music, etc)		773 73.4	241 73.0	517 74.5
	(2) vocational (agriculture education, business education, technology education etc). . .		98 9.3	50 15.2	48 6.9
	(3) other (special/alternative programs). . .		186 17.7	42 12.7	142 20.5

Item Statement	K-6 N %	7-8 N %	9-12 N %	K-12 Spec. N %
1. Review curriculum, content, activities and projects for appropriateness to both females and males, on a regular basis. Omit. .	7 1.7	9 3.0	9 2.5	2 3.7
(1) Not done.	81 19.1	68 22.6	80 22.1	12 22.2
(2) In planning stage	52 12.3	29 9.6	42 11.6	4 7.4
(3) Has been done	284 67.0	195 64.8	231 63.8	36 66.7
2. Eliminate or modify materials or activities that may reinforce bias and stereotyping. Omit. .	5 1.2	6 2.0	5 1.4	2 3.7
(1) Not done.	37 8.7	43 14.3	55 15.2	9 17
(2) In planning stage	44 10.4	29 9.6	52 14.4	6 11.1
(3) Has been done	338 79.7	223 74.1	250 69.1	37 68.5
3. Collect and analyze enrollment statistics by course and program to determine in male/female enrollment patterns. Omit. .	50 11.8	22 7.3	21 5.8	4 7.4
(1) Not done.	279 65.8	181 60.1	206 56.9	31 57
(2) In planning stage	36 8.5	30 10.0	31 8.6	3 6
(3) Has been done	59 13.9	68 22.6	104 28.7	16 30
4. Infuse ideas about careers in lesson plans. Incorporate current information on changing trends in the work force. Discuss the importance of expanding female and male choices in careers. Omit. .	7 1.7	6 2.0	6 1.7	2 3.7
(1) Not done.	38 9.0	42 14.0	44 12.2	9 16.7
(2) In planning stage	54 12.7	47 15.6	51 14.1	10 18.5
(3) Has been done	325 76.7	206 68.4	261 72.1	33 61.1
5. Reinforce realistic job futures, (i.e., most women and men can expect to hold paying jobs even if they marry and have families.) Omit.	9 2.1	6 2.0	9 2.5	1 1.9
(1) Not done.	44 10.4	45 15.0	53 14.6	7 13.0
(2) In planning stage	37 8.7	34 11.3	31 8.6	2 3.7
(3) Has been done	334 78.8	216 71.8	269 74.3	44 81.5

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Table 7274.G
Teaching Staff Survey

	Item Statement	K-6 N %	7-8 N %	9-12 N %	K-12 Spec. N %
6.	Use materials that show the changing roles of men and women, both in the workplace and in the family. Omit. .	2 0.5	7 2.3	9 2.5	2 3.7
	(1) Not done.	33 7.8	66 21.9	76 21.0	14 25.9
	(2) In planning stage	49 11.6	39 13.0	45 12.4	6 11.1
	(3) Has been done	340 80.2	189 62.8	232 64.1	32 59.3
7.	Plan student activities that help female and male students work together more effectively. Omit. .	8 1.9	6 2.0	5 1.4	1 1.9
	(1) Not done.	15 3.5	33 11.0	53 14.6	3 5.6
	(2) In planning stage	28 6.6	29 9.6	39 10.8	6 11.1
	(3) Has been done	373 88.0	233 77.4	265 73.2	44 81.5
8.	Design course information materials such as brochures, course descriptions and handouts to encourage both females and males to enroll. Omit. .	75 17.7	26 8.6	22 6.1	8 14.8
	(1) Not done.	251 59.2	149 49.5	140 38.7	17 31.5
	(2) In planning stage	34 8.0	31 10.3	36 9.9	6 11.1
	(3) Has been done	64 15.1	95 31.6	164 45.3	23 42.6
9.	Evaluate teaching behaviors that encourage equity, (e.g. nonsexit language, discipline, and reinforcement as well as equal attention to males and females.) attention to females/males). Omit. .	6 1.4	2 0.7	4 1.1	2 3.7
	(1) Not done.	26 6.1	34 11.3	51 14.1	2 3.7
	(2) In planning stage	30 7.1	24 8.0	26 7.2	5 9.3
	(3) Has been done	362 85.4	241 80.1	281 77.6	45 83.3
10.	Portray females and males in both traditional and nontraditional roles during discussions and visually in materials and displays such as bulletin boards. Omit. .	6 1.4	6 2.0	6 1.7	2 3.7
	(1) Not done.	23 5.4	55 18.3	46 12.7	8 14.8
	(2) In planning stage	45 10.6	25 8.3	41 11.3	2 3.7
	(3) Has been done	350 82.5	215 71.4	269 74.3	42 77.8

Item Statement	K-6 N %	7-8 N %	9-12 N %	K-12 Spec. N %
11. Incorporate the topics of sex discrimination, stereotyping and bias into regular course content and discussions whenever possible.				
Omit. .	21 5.0	4 1.3	3 0.8	5 9.3
(1) Not done.	85 20.0	61 20.3	83 22.9	12 22.2
(2) In planning stage	44 10.4	32 10.6	22 6.1	6 11.1
(3) Has been done	274 64.6	204 67.8	254 70.2	31 57.4
12. Help arrange for nontraditional role models, both men and women, to be speakers for career days, shadowing, mentoring, and classroom instruction.				
Omit. .	13 3.1	13 4.3	14 3.9	6 11.1
(1) Not done.	164 38.7	145 48.2	159 43.9	25 46.3
(2) In planning stage	77 18.2	51 16.9	63 17.4	6 11.1
(3) Has been done	170 40.1	92 30.6	126 34.8	17 31.5
13. Involve students in identifying examples of sex discrimination, stereotyping and bias in textbooks, curriculum materials, and media.				
Omit. .	21 5.0	11 3.7	9 2.5	4 7.4
(1) Not done.	196 46.2	122 40.5	145 40.1	24 44.4
(2) In planning stage	65 15.3	43 14.3	39 10.8	5 9.3
(3) Has been done	142 33.5	125 41.5	169 46.7	21 38.9
14. Assist both boys and girls in recognizing that it is very likely their adult roles will include paid work, parenting and homemaking.				
Omit. .	9 2.1	8 2.7	9 2.5	2 3.7
(1) Not done.	49 11.6	64 21.3	61 16.9	10 18.5
(2) In planning stage	42 9.9	26 8.6	41 11.3	3 5.6
(3) Has been done	324 76.4	203 67.4	251 69.3	39 72.2
15. Model sex-fair behavior in actions and words conveying to others the importance of equality.				
Omit. .	6 1.4	4 1.3	5 1.4	1 1.9
(1) Not done.	28 6.6	24 8.0	31 8.6	3 5.6
(2) In planning stage	26 6.1	15 5.0	22 6.1	3 5.6
(3) Has been done	364 85.8	258 85.7	304 84.0	47 87.0

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Table 7274.G
Teaching Staff Survey

	Item Statement		*K-6* N %	*7-8* N %	*9-12* N %	*K-12 Spec.* N %
16.	Check one:	Omit. .	5 1.2	3 1.0	4 1.1	4 7.4
	(1) Male.		61 14.4	126 41.9	190 52.5	9 16.7
	(2) Female.		358 84.4	172 57.1	168 46.4	41 75.9
17.	Indicate the level(s) at which you are assigned:	Omit. .	0 0.0	0 0.0	0 0.0	0 0.0
	(1) elementary (K-6).		424 100.0	21 7.0	6 1.7	1 1.9
	(2) junior high (7-8)		21 5.0	301 100.0	81 22.4	0 0.0
	(3) senior high (9-12).		6 1.4	81 26.9	362 100.0	0 0.0
	(4) K-12 specialist		1 0.2	0 0.0	0 0.0	54 100.0
18.	Which of the following best describes the area you teach:	Omit. .	1 0.2	1 0.3	2 0.6	0 0.0
	(1) general (elementary, math, English, physical education, music, etc)		373 88.0	201 66.8	232 64.1	22 40.7
	(2) vocational (agriculture education business education, technology education).		2 0.5	48 15.9	72 19.9	2 3.7
	(3) other (special/alternative programs). .		50 11.8	61 20.3	63 17.4	33 61.1

Item Statement	Total N / %	Male N / %	Female N / %
1. Encourage students to make academic, career, and personal decisions on the basis of individual abilities, informed interests and need rather than on the basis of their sex.			
Omit. . .	1 1.7	0 0.0	1 2.8
(1) Not done.	1 1.7	0 0.0	1 2.8
(2) In planning stage	0 0.0	0 0.0	0 0.0
(3) Has been done	57 96.6	23 100.0	34 94.4
2. Publicize current information about work force trends to point out the importance of increasing male and female options in career choices.			
Omit. . .	3 5.1	0 0.0	3 8.3
(1) Not done.	21 35.6	6 26.1	15 41.7
(2) In planning stage	12 20.3	6 26.1	6 16.7
(3) Has been done	23 39.0	11 47.8	12 33.3
3. Provide realistic information about students probable job futures (i.e., most women and men can expect to hold paying jobs even if they marry and have families).			
Omit. . .	1 1.7	0 0.0	1 2.8
(1) Not done.	5 8.5	1 4.3	4 11.1
(2) In planning stage	6 10.2	2 8.7	4 11.1
(3) Has been done	47 79.7	20 87.0	27 75.0
4. Encourage young women and young men to take courses that lead to economic self-sufficiency.			
Omit. . .	4 6.8	1 4.3	3 8.3
(1) Not done.	9 15.3	2 8.7	7 19.4
(2) In planning stage	3 5.1	1 4.3	2 5.6
(3) Has been done	43 72.9	19 82.6	24 66.7
5. Remind both girls and boys that math and science are required for jobs of the future; and that they should include these courses in their schedules.			
Omit. . .	3 5.1	1 4.3	2 5.6
(1) Not done.	8 13.6	2 8.7	6 16.7
(2) In planning stage	3 5.1	0 0.0	3 8.3
(3) Has been done	45 76.3	20 87.0	25 69.4

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Table 7272.S
Guidance Counselor Survey

	Item Statement	*Total* N %	*Male* N %	*Female* N %
6.	Point out that there is wage inequity by job area. (Typically "female jobs" pay lower salaries than typically "male jobs.") Omit.	2 3.4	0 0.0	2 5.6
	(1) Not done.	19 32.2	4 17.4	15 41.7
	(2) In planning stage	6 10.2	3 13.0	3 8.3
	(3) Has been done	32 54.2	16 69.6	16 44.4
7.	Discuss job salaries as they relate to career interest with both female and male students. Omit.	2 3.4	1 4.3	1 2.8
	(1) Not done.	11 18.6	2 8.7	9 25.0
	(2) In planning stage	2 3.4	0 0.0	2 5.6
	(3) Has been done	44 74.6	20 87.0	24 66.7
	8-11. Nontraditional career options are presented to students on a regular basis through:			
8.	pre-registration sessions. Omit.	8 13.6	1 4.3	7 19.4
	(1) Not done.	23 39.0	9 39.1	14 38.9
	(2) In planning stage	3 5.1	2 8.7	1 2.8
	(3) Has been done	25 42.4	11 47.8	14 38.9
9.	career fairs. Omit.	5 8.5	2 8.7	3 8.3
	(1) Not done.	22 37.3	11 47.8	11 30.6
	(2) In planning stage	7 11.9	2 8.7	5 13.9
	(3) Has been done	25 42.4	8 34.8	17 47.2
10.	guest speakers. Omit.	3 5.1	0 0.0	3 8.3
	(1) Not done.	11 18.6	3 13.0	8 22.2
	(2) In planning stage	5 8.5	4 17.4	1 2.8
	(3) Has been done	40 67.8	16 69.6	24 66.7
11.	career education materials/activities. Omit.	1 1.7	0 0.0	1 2.8
	(1) Not done.	6 10.2	1 4.3	5 13.9
	(2) In planning stage	6 10.2	2 8.7	4 11.1
	(3) Has been done	46 78.0	20 87.0	26 72.2

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Item Statement	Total N %	Male N %	Female N %
12. Statistics are collected and analyzed by course and program to determine patterns in male/female enrollments on a regular basis. (More than 75 percent enrollment of one sex is considered an area of concern.) Omit. . .	9 15.3	4 17.4	5 13.9
(1) Not done.	36 61.0	11 47.8	25 69.4
(2) In planning stage	3 5.1	2 8.7	1 2.8
(3) Has been done	11 18.6	6 26.1	5 13.9
13. There is a plan in operation that encourages students to enroll in nontraditional classes. Omit. . .	7 11.9	2 8.7	5 13.9
(1) Not done.	30 50.8	11 47.8	19 52.8
(2) In planning stage	6 10.2	3 13.0	3 8.3
(3) Has been done	16 27.1	7 30.4	9 25.0
14. The school is initiating new and earlier opportunities for students to explore non-traditional options at elementary and middle/ junior high levels. Omit. . .	13 22.0	7 30.4	6 16.7
(1) Not done.	12 20.3	4 17.4	8 22.2
(2) In planning stage	9 15.3	6 26.1	3 8.3
(3) Has been done	25 42.4	6 26.1	19 52.8
15. Nontraditional role models--both men and women, are used as speakers for career days, shadowing, mentoring, and classroom instruction. Omit.	7 11.9	1 4.3	6 16.7
(1) Not done.	8 13.6	5 21.7	3 8.3
(2) In planning stage	8 13.6	3 13.0	5 13.9
(3) Has been done	36 61.0	14 60.9	22 61.1
16. Students enrolled or who plan to enroll in nontraditional classes are supported through support groups and contacts with role models and counselors. Omit. . .	7 11.9	1 4.3	6 16.7
(1) Not done.	34 57.6	13 56.5	21 58.3
(2) In planning stage	6 10.2	3 13.0	3 8.3
(3) Has been done	12 20.3	6 26.1	6 16.7

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Table 7272.S
Guidance Counselor Survey

	Item Statement		*Total* N %	*Male* N %	*Female* N %
17.	Counseling materials, including tests and inventories, are reviewed; those that may reinforce bias and stereotyping are modified or eliminated.	Omit. . .	3 5.1	0 0.0	3 8.3
		(1) Not done.	13 22.0	5 21.7	8 22.2
		(2) In planning stage	9 15.3	3 13.0	6 16.7
		(3) Has been done	34 57.6	15 65.2	19 52.8
18.	Career counseling materials are current, reflecting new and emerging and non-traditional occupations.	Omit. . .	1 1.7	0 0.0	1 2.8
		(1) Not done.	5 8.5	1 4.3	4 11.1
		(2) In planning stage	9 15.3	2 8.7	7 19.4
		(3) Has been done	44 74.6	20 87.0	24 66.7
19.	Find and use materials that show the changing roles of men and women in our society both in the family and in the workplace.	Omit. . .	4 6.8	1 4.3	3 8.3
		(1) Not done.	4 6.8	1 4.3	3 8.3
		(2) In planning stage	11 18.6	6 26.1	5 13.9
		(3) Has been done	40 67.8	15 65.2	25 69.4
20.	Coordinate bulletin boards and displays that portray women and men working at a variety of jobs, including nontraditional jobs.	Omit. . .	0 0.0	0 0.0	0 0.0
		(1) Not done.	26 44.1	12 52.2	14 38.9
		(2) In planning stage	12 20.3	2 8.7	10 27.8
		(3) Has been done	21 35.6	9 39.1	12 33.3
21.	Assist in planning staff development activities on equity issues.	Omit. . .	2 3.4	0 0.0	2 5.6
		(1) Not done.	41 69.5	15 65.2	26 72.2
		(2) In planning stage	10 16.9	4 17.4	6 16.7
		(3) Has been done	6 10.2	4 17.4	2 5.6

	Item Statement	*Total* N %	*Male* N %	*Female* N %
22.	Model sex fair behavior in actions and words, conveying to others the importance of equality and appropriateness for both sexes of a wide range of roles and interests. Omit.	5 8.5	0 0.0	5 13.9
	(1) Not done.	5 8.5	3 13.0	2 5.6
	(2) In planning stage	2 3.4	1 4.3	1 2.8
	(3) Has been done	47 79.7	19 82.6	28 77.8
23.	Developmental guidance is being implemented in this district. Omit. . .	4 6.8	2 8.7	2 5.6
	(1) Not done.	1 1.7	1 4.3	0 0.0
	(2) In planning stage	10 16.9	5 21.7	5 13.9
	(3) Has been done	44 74.6	15 65.2	29 80.6
24.	Check one: Omit. . .	0 0.0	0 0.0	0 0.0
	(1) Male.	23 39.0	23 100.0	0 0.0
	(2) Female.	36 61.0	0 0.0	36 100.0

Item Statement	Total N %	Male N %	Female N %
1. I am encouraged to take courses that I need for careers of the future. Omit. . .	4 0.3	2 0.3	1 0.1
(1) I disagree	139 9.7	60 9.2	76 10.1
(2) Unsure	272 19.0	131 20.0	133 17.7
(3) I agree.	1017 71.0	461 70.5	540 72.0
2. I would like to know more about future career possibilities. Omit. . .	1 0.1	0 0.0	0 0.0
(1) I disagree	78 5.4	42 6.4	33 4.4
(2) Unsure	247 17.2	128 19.6	112 14.9
(3) I agree.	1106 77.2	484 74.0	605 80.7
3. Teachers actively encourage me to consider a wide range of career choices; including those that are nontraditional. Omit. . .	7 0.5	5 0.8	1 0.1
(1) I disagree	420 29.3	192 29.4	220 29.3
(2) Unsure	606 42.3	274 41.9	321 42.8
(3) I agree.	399 27.9	183 28.0	208 27.7
4. In our school, there are support groups for students choosing nontraditional careers. Omit. . .	4 0.3	1 0.2	2 0.3
(1) I disagree	621 43.4	238 36.4	373 49.7
(2) Unsure	664 46.4	335 51.2	317 42.3
(3) I agree.	143 10.0	80 12.2	58 7.7
5. The counselor maintains up-to-date career publications that help me make career choices. Omit. . .	8 0.6	3 0.5	3 0.4
(1) I disagree	303 21.2	121 18.5	177 23.6
(2) Unsure	549 38.3	265 40.5	270 36.0
(3) I agree.	572 39.9	265 40.5	300 40.0
6. Some courses in our school are boys courses and some are girls courses. Omit. . .	6 0.4	3 0.5	2 0.3
(1) I disagree	574 40.1	240 36.7	326 43.5
(2) Unsure	375 26.2	199 30.4	163 21.7
(3) I agree.	477 33.3	212 32.4	259 34.5

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Table 7270.S
Student Career Survey

Item Statement	*Total* N %	*Male* N %	*Female* N %
7. Generally, teachers treat male and female students the same. Omit. . .	6 0.4	2 0.3	3 0.4
(1) I disagree	370 25.8	170 26.0	193 25.7
(2) Unsure	373 26.0	164 25.1	200 26.7
(3) I agree.	683 47.7	318 48.6	354 47.2
8. Teachers pay more attention to boys. Omit. . .	7 0.5	4 0.6	2 0.3
(1) I disagree	803 56.1	393 60.1	397 52.9
(2) Unsure	501 35.0	220 33.6	269 35.9
(3) I agree.	121 8.4	37 5.7	82 10.9
9. Teachers pay more attention to girls. Omit. .	15 1.0	5 0.8	8 1.1
(1) I disagree	700 48.9	266 40.7	423 56.4
(2) Unsure	513 35.8	232 35.5	271 36.1
(3) I agree.	204 14.2	151 23.1	48 6.4
10. Career and vocational courses are designed so the content is appropriate to both females and males. Omit. . .	5 0.3	2 0.3	1 0.1
(1) I disagree	109 7.6	49 7.5	57 7.6
(2) Unsure	542 37.8	257 39.3	273 36.4
(3) I agree.	776 54.2	346 52.9	419 55.9
11. Teachers expect the same achievement from females and males. Omit. . .	7 0.5	2 0.3	3 0.4
(1) I disagree	230 16.1	102 15.6	124 16.5
(2) Unsure	347 24.2	167 25.5	170 22.7
(3) I agree.	848 59.2	383 58.6	453 60.4
12. Most women work because of economic need. Omit. . .	4 0.3	0 0.0	3 0.4
(1) I disagree	278 19.4	72 11.0	202 26.9
(2) Unsure	578 40.4	324 49.5	237 31.6
(3) I agree.	572 39.9	258 39.4	308 41.1

Item Statement		Total N %	Male N %	Female N %
13. Ninety percent of women work for pay most of their life.	Omit. . .	6 0.4	2 0.3	3 0.4
	(1) I disagree	124 8.7	69 10.6	53 7.1
	(2) Unsure	713 49.8	371 56.7	325 43.3
	(3) I agree.	589 41.1	212 32.4	369 49.2
14. Women make up 15 percent (3 out of 20) physicians in the U.S.	Omit. . .	10 0.7	5 0.8	4 0.5
	(1) I disagree	62 4.3	31 4.7	30 4.0
	(2) Unsure	1011 70.6	454 69.4	538 71.7
	(3) I agree.	349 24.4	164 25.1	178 23.7
15. Physicians, who work in clinics, earn about $74,000 a year.	Omit. . .	3 0.2	1 0.2	1 0.1
	(1) I disagree	90 6.3	46 7.0	43 5.7
	(2) Unsure	1064 74.3	458 70.0	585 78.0
	(3) I agree.	275 19.2	149 22.8	121 16.1
16. Nurses earn about $26,000 a year.	Omit. . .	6 0.4	3 0.5	2 0.3
	(1) I disagree	83 5.8	41 6.3	40 5.3
	(2) Unsure	1011 70.6	459 70.2	534 71.2
	(3) I agree.	332 23.2	151 23.1	174 23.2
17. Women make up eight percent (2 out of 25) of the engineers in the U.S.	Omit. . .	5 0.3	0 0.0	4 0.5
	(1) I disagree	67 4.7	27 4.1	38 5.1
	(2) Unsure	1001 69.9	457 69.9	525 70.0
	(3) I agree.	359 25.1	170 26.0	183 24.4
18. Most men will work for pay most of their lives.	Omit. . .	6 0.4	2 0.3	3 0.4
	(1) I disagree	50 3.5	18 2.8	30 4.0
	(2) Unsure	318 22.2	135 20.6	172 22.9
	(3) I agree.	1058 73.9	499 76.3	545 72.7

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Table 7270.S
Student Career Survey

Item Statement	*Total* N %	*Male* N %	*Female* N %
19. Starting annual salary for engineers is $30,000. Omit. . .	9 0.6	2 0.3	6 0.8
(1) I disagree	64 4.5	31 4.7	30 4.0
(2) Unsure	1044 72.9	426 65.1	604 80.5
(3) I agree.	315 22.0	195 29.8	110 14.7
20. Ninety-nine percent of all secretaries are women. Omit. . .	3 0.2	0 0.0	2 0.3
(1) I disagree	96 6.7	34 5.2	59 7.9
(2) Unsure	640 44.7	328 50.2	296 39.5
(3) I agree.	693 48.4	292 44.6	393 52.4
21. Secretaries annually earn about $12,000. Omit.	2 0.1	0 0.0	1 0.1
(1) I disagree	83 5.8	48 7.3	33 4.4
(2) Unsure	1079 75.3	484 74.0	579 77.2
(3) I agree.	268 18.7	122 18.7	137 18.3
22. Most men work because of economic need. Omit.	14 1.0	2 0.3	2 0.3
(1) I disagree	108 7.5	33 5.0	73 9.7
(2) Unsure	384 26.8	148 22.6	229 30.5
(3) I agree.	926 64.7	471 72.0	446 59.5
23. I think it is okay that both women and men are moving into jobs that may not be usual for their sex. Omit. . .	14 1.0	2 0.3	2 0.3
(1) I disagree	69 4.8	52 8.0	13 1.7
(2) Unsure	243 17.0	155 23.7	78 10.4
(3) I agree.	1106 77.2	445 68.0	657 87.6
24. "Women's jobs" and "men's jobs" are becoming a thing of the past. Omit. . .	16 1.1	3 0.5	3 0.4
(1) I disagree	123 8.6	62 9.5	57 7.6
(2) Unsure	315 22.0	187 28.6	123 16.4
(3) I agree.	978 68.3	402 61.5	567 75.6

Item Statement	Total N / %	Male N / %	Female N / %
25. I expect to work at a paying job most of my life. Omit. . .	18 1.3	4 0.6	4 0.5
(1) I disagree	45 3.1	21 3.2	18 2.4
(2) Unsure	203 14.2	114 17.4	86 11.5
(3) I agree.	1166 81.4	515 78.7	642 85.6
26. Women, as well as men, work to provide for themselves and for their families. Omit. . .	13 0.9	2 0.3	0 0.0
(1) I disagree	47 3.3	32 4.9	11 1.5
(2) Unsure	177 12.4	114 17.4	57 7.6
(3) I agree.	1195 83.4	506 77.4	682 90.9
27. I would support a man's choice to be a nurse. Omit. . .	13 0.9	1 0.2	1 0.1
(1) I disagree	91 6.4	69 10.6	18 2.4
(2) Unsure	246 17.2	178 27.2	61 8.1
(3) I agree.	1082 75.6	406 62.1	670 89.3
28. I would support a woman's choice to be a carpenter. Omit. . .	16 1.1	2 0.3	3 0.4
(1) I disagree	106 7.4	86 13.1	16 2.1
(2) Unsure	218 15.2	146 22.3	64 8.5
(3) I agree.	1092 76.3	420 64.2	667 88.9
29. A person has a legal right to seek any job and may not be refused a job based on her or her sex. Omit. . .	14 1.0	1 0.2	1 0.1
(1) I disagree	89 6.2	62 9.5	23 3.1
(2) Unsure	206 14.4	134 20.5	64 8.5
(3) I agree.	1123 78.4	457 69.9	662 88.3
30. I would consider owning my own business. Omit.	14 1.0	2 0.3	0 0.0
(1) I disagree	128 8.9	34 5.2	91 12.1
(2) Unsure	370 25.8	173 26.5	191 25.5
(3) I agree.	920 64.2	445 68.0	468 62.4

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Table 7270.S
Student Career Survey

Item Statement		*Total* N %	*Male* N %	*Female* N %
31. Nearly half of single-parent families live in poverty.	Omit. . .	18 1.3	3 0.5	3 0.4
	(1) I disagree	247 17.2	74 11.3	170 22.7
	(2) Unsure	883 61.7	439 67.1	433 57.7
	(3) I agree.	284 19.8	138 21.1	144 19.2
32. Six out of ten people in poverty are women who are the main source of income for their families.	Omit. . .	18 1.3	3 0.5	3 0.4
	(1) I disagree	121 8.4	39 6.0	79 10.5
	(2) Unsure	943 65.9	463 70.8	470 62.7
	(3) I agree.	350 24.4	149 22.8	198 26.4
33. My parents have helped me explore possible careers.	Omit. . .	21 1.5	4 0.6	5 0.7
	(1) I disagree	264 18.4	106 16.2	155 20.7
	(2) Unsure	314 21.9	179 27.4	126 16.8
	(3) I agree.	833 58.2	365 55.8	464 61.9
34. My parents know about job market demands and training required for jobs.	Omit. . .	16 1.1	3 0.5	1 0.1
	(1) I disagree	229 16.0	92 14.1	134 17.9
	(2) Unsure	520 36.3	267 40.8	245 32.7
	(3) I agree.	667 46.6	292 44.6	370 49.3
35. I have learned about a wide variety of careers from watching TV.	Omit. . .	19 1.3	3 0.5	3 0.4
	(1) I disagree	413 28.8	169 25.8	242 32.3
	(2) Unsure	425 29.7	215 32.9	201 26.8
	(3) I agree.	575 40.2	267 40.8	304 40.5
36. My friends and I generally have the same kinds of career goals.	Omit. . .	19 1.3	4 0.6	1 0.1
	(1) I disagree	656 45.8	242 37.0	410 54.7
	(2) Unsure	391 27.3	213 32.6	169 22.5
	(3) I agree.	366 25.6	195 29.8	170 22.7

Item Statement		Total N %	Male N %	Female N %
37. I plan to have a career.	Omit. . .	18 1.3	2 0.3	2 0.3
(1) I disagree		36 2.5	25 3.8	9 1.2
(2) Unsure		140 9.8	71 10.9	62 8.3
(3) I agree.		1238 86.5	556 85.0	677 90.3
38. I plan to have a career and a family.	Omit. .	18 1.3	2 0.3	2 0.3
(1) I disagree		95 6.6	47 7.2	46 6.1
(2) Unsure		250 17.5	146 22.3	96 12.8
(3) I agree.		1069 74.7	459 70.2	606 80.8
39. I feel good about myself.	Omit. . .	18 1.3	2 0.3	2 0.3
(1) I disagree		86 6.0	36 5.5	48 6.4
(2) Unsure		295 20.6	136 20.8	151 20.1
(3) I agree.		1033 72.1	480 73.4	549 73.2
40. My parents would support me in whatever career I choose.	Omit. . .	15 1.0	1 0.2	0 0.0
(1) I disagree		96 6.7	49 7.5	42 5.6
(2) Unsure		245 17.1	130 19.9	108 14.4
(3) I agree.		1076 75.1	474 72.5	600 80.0
41. My male friends would support me in whatever career I choose.	Omit. . .	15 1.0	1 0.2	0 0.0
(1) I disagree		53 3.7	32 4.9	19 2.5
(2) Unsure		304 21.2	164 25.1	130 17.3
(3) I agree.		1060 74.0	457 69.9	601 80.1
42. My female friends would support me in whatever career I choose.	Omit. . .	15 1.0	1 0.2	0 0.0
(1) I disagree		46 3.2	32 4.9	10 1.3
(2) Unsure		270 18.9	158 24.2	105 14.0
(3) I agree.		1101 76.9	463 70.8	635 84.7

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Table 7270.S
Student Career Survey

Item Statement	*Total* N %	*Male* N %	*Female* N %
43. I believe it is important to be independent and economically self-sufficient. Omit. . .	16 1.1	1 0.2	0 0.0
(1) I disagree	28 2.0	15 2.3	10 1.3
(2) Unsure	218 15.2	120 18.3	91 12.1
(3) I agree.	1170 81.7	518 79.2	649 86.5
44. I enjoy trying new and different things. Omit.	19 1.3	2 0.3	2 0.3
(1) I disagree	53 3.7	25 3.8	24 3.2
(2) Unsure	232 16.2	118 18.0	107 14.3
(3) I agree.	1128 78.8	509 77.8	617 82.3
45. I feel I can be whatever I want to be. Omit.	17 1.2	2 0.3	0 0.0
(1) I disagree	74 5.2	40 6.1	31 4.1
(2) Unsure	239 16.7	124 19.0	108 14.4
(3) I agree.	1102 77.0	488 74.6	611 81.5
46. I am good at making decisions. Omit. . .	18 1.3	3 0.5	0 0.0
(1) I disagree	113 7.9	48 7.3	63 8.4
(2) Unsure	400 27.9	190 29.1	202 26.9
(3) I agree.	901 62.9	413 63.1	485 64.7
47. The way I feel about my ability affects my willingness to try new things. Omit. . .	27 1.9	4 0.6	8 1.1
(1) I disagree	87 6.1	43 6.6	42 5.6
(2) Unsure	308 21.5	158 24.2	140 18.7
(3) I agree.	1010 70.5	449 68.7	560 74.7
48. Check one: Omit. . .	28 2.0	0 0.0	0 0.0
(1) Male	654 45.7	654 100.0	0 0.0
(2) Female	750 52.4	0 0.0	750 100.0
49. Check the grade you are in: Omit. . .	6 0.4	0 0.0	0 0.0
(1) 11th grade	351 24.5	177 27.1	172 22.9
(2) 12th grade	1075 75.1	477 72.9	578 77.1

Item Statement		Total N %	Male N %	Female N %
1.	I have been encouraged to enroll in vocational courses based on my abilities and interests. Omit. . .	12 0.6	5 0.5	5 0.5
	(1) I disagree	427 21.8	194 20.4	216 22.7
	(2) Unsure	822 41.9	421 44.3	380 39.9
	(3) I agree.	702 35.8	330 34.7	352 36.9
2.	Women and men in nontraditional careers have come to talk about their jobs to students in our school. Omit. . .	11 0.6	6 0.6	4 0.4
	(1) I disagree	679 34.6	326 34.3	338 35.5
	(2) Unsure	812 41.4	414 43.6	368 38.6
	(3) I agree.	461 23.5	204 21.5	243 25.5
3.	I know someone who is in a nontraditional career. Omit. . .	16 0.8	9 0.9	4 0.4
	(1) I disagree	421 21.4	238 25.1	169 17.7
	(2) Unsure	602 30.7	329 34.6	252 26.4
	(3) I agree.	924 47.1	374 39.4	528 55.4
4.	Teachers generally treat males and females the same. Omit. . .	6 0.3	4 0.4	1 0.1
	(1) I disagree	762 38.8	372 39.2	368 38.6
	(2) Unsure	493 25.1	237 24.9	241 25.3
	(3) I agree.	702 35.8	337 35.5	343 36.0
5.	Teachers actively encourage me to consider a wide range of career choices; including those that are nontraditional. Omit. . .	11 0.6	5 0.5	5 0.5
	(1) I disagree	482 24.6	232 24.4	237 24.9
	(2) Unsure	688 35.0	380 40.0	282 29.6
	(3) I agree.	782 39.8	333 35.1	429 45.0
6.	In our school, there are support groups for students enrolled in nontraditional classes. Omit. . .	10 0.5	4 0.4	4 0.4
	(1) I disagree	645 32.9	291 30.6	340 35.7
	(2) Unsure	1045 53.2	517 54.4	496 52.0
	(3) I agree.	263 13.4	138 14.5	113 11.9

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Table 7269.S
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Item Statement	*Total* N %	*Male* N %	*Female* N %
7. Teachers expect the same achievement from males and females. Omit. . .	12 0.6	5 0.5	3 0.3
(1) I disagree	409 20.8	199 20.9	195 20.5
(2) Unsure	503 25.6	270 28.4	219 23.0
(3) I agree.	1039 52.9	476 50.1	536 56.2
8. Teachers point out examples of stereotyping in textbooks and other materials. Omit. . .	13 0.7	4 0.4	6 0.6
(1) I disagree	422 21.5	181 19.1	225 23.6
(2) Unsure	811 41.3	419 44.1	363 38.1
(3) I agree.	717 36.5	346 36.4	359 37.7
9. My counselor suggests classes I need for my career choice. Omit. . .	21 1.1	10 1.1	8 0.8
(1) I disagree	465 23.7	247 26.0	201 21.1
(2) Unsure	515 26.2	284 29.9	209 21.9
(3) I agree.	962 49.0	409 43.1	535 56.1
10. The counselors maintain up-to-date career information that can be used in making career choices. Omit. . .	16 0.8	8 0.8	3 0.3
(1) I disagree	252 12.8	141 14.8	102 10.7
(2) Unsure	810 41.3	403 42.4	379 39.8
(3) I agree.	885 45.1	398 41.9	469 49.2
11. Counselors have helped me with my career choices. Omit. . .	18 0.9	10 1.1	4 0.4
(1) I disagree	746 38.0	350 36.8	378 39.7
(2) Unsure	546 27.8	297 31.3	227 23.8
(3) I agree.	653 33.3	293 30.8	344 36.1
12. In our school, there are courses that are clearly "boys' courses" and "girls' courses." Omit. . .	12 0.6	4 0.4	3 0.3
(1) I disagree	768 39.1	336 35.4	419 44.0
(2) Unsure	668 34.0	356 37.5	289 30.3
(3) I agree.	515 26.2	254 26.7	242 25.4

Item Statement	Total N %	Male N %	Female N %
13. Career and vocational courses are designed so the content is appropriate to both males and females. Omit. . .	21 1.1	7 0.7	9 0.9
(1) I disagree	170 8.7	88 9.3	75 7.9
(2) Unsure	983 50.1	500 52.6	456 47.8
(3) I agree.	789 40.2	355 37.4	413 43.3
14. I will work at a paying job most of my life. Omit. . .	9 0.5	4 0.4	0 0.0
(1) I disagree	88 4.5	54 5.7	26 2.7
(2) Unsure	305 15.5	162 17.1	130 13.6
(3) I agree.	1561 79.5	730 76.8	797 83.6
15. Sixty percent of the people living below the poverty level are women who are the main source of income for their families. Omit. . .	11 0.6	4 0.4	1 0.1
(1) I disagree	261 13.3	128 13.5	121 12.7
(2) Unsure	1327 67.6	642 67.6	655 68.7
(3) I agree.	364 18.5	176 18.5	176 18.5
16. Nine out of ten women work for pay sometime during their lives. Omit. . .	12 0.6	2 0.2	0 0.0
(1) I disagree	86 4.4	58 6.1	22 2.3
(2) Unsure	548 27.9	321 33.8	206 21.6
(3) I agree.	1317 67.1	569 59.9	725 76.1
17. The average woman will work outside the home between 20-40 years in her lifetime. Omit. . .	14 0.7	2 0.2	0 0.0
(1) I disagree	143 7.3	96 10.1	41 4.3
(2) Unsure	906 46.2	515 54.2	365 38.3
(3) I agree.	900 45.8	337 35.5	547 57.4
18. Women make up 15 percent (3 out of 20)of physicians in the U.S. Omit. . .	27 1.4	11 1.2	3 0.3
(1) I disagree	140 7.1	77 8.1	56 5.9
(2) Unsure	1240 63.2	615 64.7	596 62.5
(3) I agree.	556 28.3	247 26.0	298 31.3

Item Statement		Total N %	Male N %	Female N %
25. My parents encourage me to explore different career possibilities.	Omit. . .	22 1.1	6 0.6	1 0.1
	(1) I disagree	258 13.1	133 14.0	112 11.8
	(2) Unsure	335 17.1	209 22.0	111 11.6
	(3) I agree.	1348 68.7	602 63.4	729 76.5
26. My parents believe the career I choose should pay well.	Omit. . .	24 1.2	8 0.8	1 0.1
	(1) I disagree	280 14.3	128 13.5	139 14.6
	(2) Unsure	550 28.0	280 29.5	251 26.3
	(3) I agree.	1109 56.5	534 56.2	562 59.0
27. I have learned about different careers from watching TV.	Omit. . .	25 1.3	8 0.8	2 0.2
	(1) I disagree	406 20.7	164 17.3	223 23.4
	(2) Unsure	475 24.2	243 25.6	215 22.6
	(3) I agree.	1057 53.8	535 56.3	513 53.8
28. I plan to have a career.	Omit. . .	25 1.3	5 0.5	3 0.3
	(1) I disagree	66 3.4	46 4.8	12 1.3
	(2) Unsure	222 11.3	144 15.2	64 6.7
	(3) I agree.	1650 84.1	755 79.5	874 91.7
29. I plan to have a family and a career.	Omit. . .	32 1.6	14 1.5	2 0.2
	(1) I disagree	138 7.0	78 8.2	52 5.5
	(2) Unsure	413 21.0	247 26.0	152 15.9
	(3) I agree.	1380 70.3	611 64.3	747 78.4
30. My parents would support me in whatever career I choose.	Omit. . .	22 1.1	4 0.4	3 0.3
	(1) I disagree	148 7.5	83 8.7	55 5.8
	(2) Unsure	403 20.5	237 24.9	151 15.8
	(3) I agree.	1390 70.8	626 65.9	744 78.1

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Item Statement		*Total* N %	*Male* N %	*Female* N %
31. My future career is important, so I want to start preparing for it now by taking the right classes.	Omit. . .	19 1.0	2 0.2	1 0.1
	(1) I disagree	83 4.2	52 5.5	21 2.2
	(2) Unsure	355 18.1	214 22.5	125 13.1
	(3) I agree.	1506 76.7	682 71.8	806 84.6
32. Women, as well as men, work to provide for themselves and for their families.	Omit. . .	20 1.0	5 0.5	0 0.0
	(1) I disagree	86 4.4	60 6.3	18 1.9
	(2) Unsure	330 16.8	229 24.1	81 8.5
	(3) I agree.	1527 77.8	656 69.1	854 89.6
33. I believe I have the right to enroll in any course in our school.	Omit. . .	23 1.2	3 0.3	2 0.2
	(1) I disagree	94 4.8	57 6.0	26 2.7
	(2) Unsure	279 14.2	187 19.7	76 8.0
	(3) I agree.	1567 79.8	703 74.0	849 89.1
34. I feel good about myself.	Omit. . .	31 1.6	8 0.8	5 0.5
	(1) I disagree	152 7.7	66 6.9	76 8.0
	(2) Unsure	482 24.6	244 25.7	218 22.9
	(3) I agree.	1298 66.1	632 66.5	654 68.6
35. I view my career primarily as a way to make some extra money.	Omit. . .	24 1.2	4 0.4	1 0.1
	(1) I disagree	698 35.6	291 30.6	392 41.1
	(2) Unsure	580 29.5	308 32.4	256 26.9
	(3) I agree.	661 33.7	347 36.5	304 31.9
36. I view my career primarily as something to do before marriage.	Omit. . .	24 1.2	6 0.6	1 0.1
	(1) I disagree	862 43.9	379 39.9	469 49.2
	(2) Unsure	647 33.0	359 37.8	267 28.0
	(3) I agree.	430 21.9	206 21.7	216 22.7

Item Statement		Total N %	Male N %	Female N %
37. I view my career primarily as a way to use and develop my abilities.	Omit. . .	29 1.5	6 0.6	4 0.4
(1) I disagree		185 9.4	101 10.6	74 7.8
(2) Unsure		582 29.6	309 32.5	251 26.3
(3) I agree.		1167 59.4	534 56.2	624 65.5
38. I view my career primarily as a lifetime experience that helps meet economic and psychological needs.	Omit. . .	29 1.5	9 0.9	1 0.1
(1) I disagree		160 8.2	84 8.8	67 7.0
(2) Unsure		655 33.4	341 35.9	295 31.0
(3) I agree.		1119 57.0	516 54.3	590 61.9
39. I feel I could be whatever I want to be.	Omit. . .	25 1.3	3 0.3	4 0.4
(1) I disagree		148 7.5	73 7.7	63 6.6
(2) Unsure		396 20.2	236 24.8	142 14.9
(3) I agree.		1394 71.0	638 67.2	744 78.1
40. I feel like I am good at many things.	Omit. . .	32 1.6	5 0.5	9 0.9
(1) I disagree		147 7.5	60 6.3	76 8.0
(2) Unsure		418 21.3	199 20.9	201 21.1
(3) I agree.		1366 69.6	686 72.2	667 70.0
41. Check one:	Omit. . .	60 3.1	0 0.0	0 0.0
(1) Male		950 48.4	950 100.0	0 0.0
(2) Female		953 48.5	0 0.0	953 100.0
42. Check the grade you are in:	Omit. . .	4 0.2	0 0.0	0 0.0
(1) 9th grade.		316 16.1	155 16.3	154 16.2
(2) 10th grade		1573 80.1	756 79.6	768 80.6
(3) 11th grade		70 3.6	39 4.1	31 3.3

Item Statement	Total %	Male %	Female %
1. In our school teachers treat boys and girls the same way. Omit. . .	3 0.1	0 0.0	3 0.3
(1) I disagree	745 36.4	418 41.3	301 31.2
(2) Unsure	657 32.1	287 28.3	347 36.0
(3) I agree.	643 31.4	308 30.4	314 32.5
2. Teachers help me consider many different career choices, including those that are nontraditional. Omit. . .	4 0.2	1 0.1	1 0.1
(1) I disagree	505 24.7	288 28.4	199 20.6
(2) Unsure	886 43.3	453 44.7	397 41.1
(3) I agree.	653 31.9	271 26.8	368 38.1
3. In our school, there are courses that are clearly "boys courses" and "girls courses." Omit. . .	13 0.6	7 0.7	5 0.5
(1) I disagree	853 41.7	389 38.4	437 45.3
(2) Unsure	559 27.3	309 30.5	229 23.7
(3) I agree.	623 30.4	308 30.4	294 30.5
4. Teachers expect the same things from girls and boys. Omit. . .	12 0.6	8 0.8	4 0.4
(1) I disagree	475 23.2	253 25.0	204 21.1
(2) Unsure	438 21.4	229 22.6	192 19.9
(3) I agree.	1123 54.8	523 51.6	565 58.5
5. In my classes, boys and girls are placed in separate groups for activities or projects. Omit. . .	8 0.4	2 0.2	3 0.3
(1) I disagree	1472 71.9	707 69.8	726 75.2
(2) Unsure	383 18.7	199 19.6	168 17.4
(3) I agree.	185 9.0	105 10.4	68 7.0
6. I believe I have the right to enroll in any course in the school. Omit. . .	26 1.3	14 1.4	10 1.0
(1) I disagree	86 4.2	50 4.9	26 2.7
(2) Unsure	225 11.0	132 13.0	83 8.6
(3) I agree.	1711 83.5	817 80.7	846 87.7

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Table 7268.S
Student Career Survey

	Item Statement		*Total* N %	*Male* N %	*Female* N %
	7-11. I will plan my high school classes based on:				
7.	my interests.	Omit. . .	4 0.2	2 0.2	1 0.1
	(1) I disagree		35 1.7	25 2.5	5 0.5
	(2) Unsure		158 7.7	97 9.6	52 5.4
	(3) I agree.		1851 90.4	889 87.8	907 94.0
8.	what I am good at.	Omit. . .	4 0.2	2 0.2	1 0.1
	(1) I disagree		64 3.1	34 3.4	26 2.7
	(2) Unsure		250 12.2	131 12.9	104 10.8
	(3) I agree.		1730 84.5	846 83.5	834 86.4
9.	what classes my friends are taking.	Omit. . .	26 1.3	11 1.1	13 1.3
	(1) I disagree		677 33.1	308 30.4	342 35.4
	(2) Unsure		784 38.3	383 37.8	384 39.8
	(3) I agree.		561 27.4	311 30.7	226 23.4
10.	what I need for college.	Omit. . .	6 0.3	2 0.2	3 0.3
	(1) I disagree		102 5.0	69 6.8	29 3.0
	(2) Unsure		317 15.5	190 18.8	113 11.7
	(3) I agree.		1623 79.2	752 74.2	820 85.0
11.	what I need for a career.	Omit. . .	26 1.3	9 0.9	9 0.9
	(1) I disagree		63 3.1	43 4.2	17 1.8
	(2) Unsure		289 14.1	155 15.3	120 12.4
	(3) I agree.		1670 81.5	806 79.6	819 84.9
	12-14. In school I am encouraged to do good work in:				
12.	math.	Omit. . .	5 0.2	2 0.2	2 0.2
	(1) I disagree		82 4.0	44 4.3	32 3.3
	(2) Unsure		217 10.6	126 12.4	84 8.7
	(3) I agree.		1744 85.2	841 83.0	847 87.8

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	Item Statement		Total N %	Male N %	Female N %
13.	science.	Omit. . .	4 0.2	1 0.1	2 0.2
	(1) I disagree		134 6.5	74 7.3	51 5.3
	(2) Unsure		347 16.9	193 19.1	141 14.6
	(3) I agree.		1563 76.3	745 73.5	771 79.9
14.	reading.	Omit. . .	11 0.5	7 0.7	2 0.2
	(1) I disagree		246 12.0	153 15.1	78 8.1
	(2) Unsure		511 25.0	271 26.8	222 23.0
	(3) I agree.		1280 62.5	582 57.5	663 68.7
15.	Doing good work in school is important to me.	Omit. . .	9 0.4	4 0.4	3 0.3
	(1) I disagree		109 5.3	75 7.4	28 2.9
	(2) Unsure		427 20.8	245 24.2	167 17.3
	(3) I agree.		1503 73.4	689 68.0	767 79.5
16.	Doing good work in school will help me prepare for a good career.	Omit. . .	6 0.3	3 0.3	2 0.2
	(1) I disagree		60 2.9	45 4.4	13 1.3
	(2) Unsure		223 10.9	139 13.7	74 7.7
	(3) I agree.		1759 85.9	826 81.5	876 90.8
17.	Most women work because they need the money.	Omit. . .	3 0.1	1 0.1	1 0.1
	(1) I disagree		517 25.2	187 18.5	312 32.3
	(2) Unsure		776 37.9	418 41.3	337 34.9
	(3) I agree.		752 36.7	407 40.2	315 32.6
18.	Most people living below the poverty level are women and their children.	Omit. . .	5 0.2	1 0.1	0 0.0
	(1) I disagree		514 25.1	200 19.7	302 31.3
	(2) Unsure		1066 52.1	562 55.5	467 48.4
	(3) I agree.		463	250	196

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Table 7268.S
Student Career Survey

Item Statement		*Total* N %	*Male* N %	*Female* N %
		22.6	24.7	20.3
19. Women and men should be trained to get good jobs.	Omit. . .	16 0.8	0 0.0	1 0.1
	(1) I disagree	56 2.7	31 3.1	19 2.0
	(2) Unsure	240 11.7	117 11.5	113 11.7
	(3) I agree.	1736 84.8	865 85.4	832 86.2
20. Nine out of ten women work for pay sometime during their lives.	Omit. . .	24 1.2	4 0.4	1 0.1
	(1) I disagree	70 3.4	49 4.8	15 1.6
	(2) Unsure	729 35.6	399 39.4	312 32.3
	(3) I agree.	1225 59.8	561 55.4	637 66.0
21. Most men work because they need the money.	Omit. . .	29 1.4	6 0.6	3 0.3
	(1) I disagree	263 12.8	127 12.5	126 13.1
	(2) Unsure	697 34.0	281 27.7	399 41.3
	(3) I agree.	1059 51.7	599 59.1	437 45.3
22. Women make up eight percent (2 out of 5) of engineers in the US.	Omit. . .	31 1.5	5 0.5	6 0.6
	(1) I disagree	167 8.2	100 9.9	59 6.1
	(2) Unsure	1429 69.8	692 68.3	701 72.6
	(3) I agree.	421 20.6	216 21.3	199 20.6
23. Engineers make an average annual salary of $34,000.	Omit. . .	29 1.4	5 0.5	4 0.4
	(1) I disagree	118 5.8	76 7.5	37 3.8
	(2) Unsure	1543 75.3	703 69.4	808 83.7
	(3) I agree.	358 17.5	229 22.6	116 12.0
24. Ninety-nine percent of all secretaries are women.	Omit. . .	31 1.5	8 0.8	4 0.4
	(1) I disagree	155 7.6	77 7.6	72 7.5
	(2) Unsure	724 35.4	367 36.2	339 35.1
	(3) I agree.	1138 55.6	561 55.4	550 57.0

	Item Statement	Total N %	Male N %	Female N %
25.	Secretaries make an average annual salary of $12,000. Omit. . .	35 1.7	9 0.9	6 0.6
	(1) I disagree	132 6.4	79 7.8	46 4.8
	(2) Unsure	1567 76.5	733 72.4	798 82.7
	(3) I agree.	314 15.3	192 19.0	115 11.9
26.	Overall, women make 64 cents for every dollar men make. Omit. . .	40 2.0	8 0.8	9 0.9
	(1) I disagree	289 14.1	156 15.4	123 12.7
	(2) Unsure	1298 63.4	640 63.2	629 65.2
	(3) I agree.	421 20.6	209 20.6	204 21.1
27.	"Womens' jobs" and "mens' jobs" are becoming a thing of the past. Omit. . .	34 1.7	6 0.6	4 0.4
	(1) I disagree	229 11.2	120 11.8	105 10.9
	(2) Unsure	553 27.0	315 31.1	220 22.8
	(3) I agree.	1232 60.2	572 56.5	636 65.9
28.	More and more children live in homes with just one parent today. Omit. . .	28 1.4	4 0.4	1 0.1
	(1) I disagree	88 4.3	59 5.8	25 2.6
	(2) Unsure	424 20.7	250 24.7	165 17.1
	(3) I agree.	1508 73.6	700 69.1	774 80.2
29.	I have learned about different careers from watching TV. Omit. . .	29 1.4	3 0.3	2 0.2
	(1) I disagree	328 16.0	123 12.1	200 20.7
	(2) Unsure	405 19.8	202 19.9	188 19.5
	(3) I agree.	1286 62.8	685 67.6	575 59.6
30.	In our family males and females share jobs at home. Omit. . .	35 1.7	5 0.5	6 0.6
	(1) I disagree	320 15.6	138 13.6	171 17.7
	(2) Unsure	298 14.6	180 17.8	103 10.7
	(3) I agree.	1395 68.1	690 68.1	685 71.0

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Student Career Survey

	Item Statement		*Total* N %	*Male* N %	*Female* N %
31.	I plan to have a career.	Omit. . .	34 1.7	5 0.5	3 0.3
	(1) I disagree		45 2.2	32 3.2	8 0.8
	(2) Unsure		151 7.4	90 8.9	53 5.5
	(3) I agree.		1818 88.8	886 87.5	901 93.4
32.	I plan to have a family and a career.	Omit. . .	31 1.5	5 0.5	1 0.1
	(1) I disagree		113 5.5	60 5.9	47 4.9
	(2) Unsure		397 19.4	237 23.4	147 15.2
	(3) I agree.		1507 73.6	711 70.2	770 79.8
33.	In most families, both parents work at jobs outside the home.	Omit. . .	36 1.8	5 0.5	4 0.4
	(1) I disagree		111 5.4	71 7.0	36 3.7
	(2) Unsure		505 24.7	268 26.5	218 22.6
	(3) I agree.		1396 68.2	669 66.0	707 73.3
34.	I would like to find out more about possible careers.	Omit. . .	37 1.8	4 0.4	0 0.0
	(1) I disagree		141 6.9	93 9.2	44 4.6
	(2) Unsure		447 21.8	243 24.0	193 20.0
	(3) I agree.		1423 69.5	673 66.4	728 75.4
35.	The career I choose is important to my parents.	Omit. . .	39 1.9	5 0.5	2 0.2
	(1) I disagree		358 17.5	167 16.5	183 19.0
	(2) Unsure		730 35.6	382 37.7	334 34.6
	(3) I agree.		921 45.0	459 45.3	446 46.2
36.	I feel good about myself.	Omit. . .	43 2.1	10 1.0	0 0.0
	(1) I disagree		135 6.6	63 6.2	66 6.8
	(2) Unsure		447 21.8	216 21.3	218 22.6
	(3) I agree.		1423 69.5	724 71.5	681 70.6

	Item Statement	Total N %	Male N %	Female N %
37.	I feel I could be whatever I want to be when I grow up. Omit. . .	43 2.1	11 1.1	0 0.0
	(1) I disagree	164 8.0	95 9.4	64 6.6
	(2) Unsure	378 18.5	202 19.9	161 16.7
	(3) I agree.	1463 71.4	705 69.6	740 76.7
38.	The way I feel about myself affects how well I do something. Omit. . .	47 2.3	7 0.7	3 0.3
	(1) I disagree	136 6.6	82 8.1	49 5.1
	(2) Unsure	423 20.7	250 24.7	161 16.7
	(3) I agree.	1442 70.4	674 66.5	752 77.9
39.	I enjoy to learning to do new things. Omit. .	49 2.4	9 0.9	1 0.1
	(1) I disagree	104 5.1	75 7.4	23 2.4
	(2) Unsure	474 23.1	262 25.9	203 21.0
	(3) I agree.	1421 69.4	667 65.8	738 76.5
40.	I feel that I am good at many things. Omit. . .	58 2.8	14 1.4	4 0.4
	(1) I disagree	164 8.0	70 6.9	88 9.1
	(2) Unsure	450 22.0	186 18.4	255 26.4
	(3) I agree.	1376 67.2	743 73.3	618 64.0
41.	My parents would support me in whatever career I choose. Omit. . .	68 3.3	15 1.5	14 1.5
	(1) I disagree	152 7.4	86 8.5	57 5.9
	(2) Unsure	459 22.4	264 26.1	186 19.3
	(3) I agree.	1369 66.8	648 64.0	708 73.4
	42-45 The place I would go to get help in planning my career is:			
42.	parents. Omit. . .	47 2.3	3 0.3	3 0.3
	(1) I disagree	182 8.9	98 9.7	79 8.2
	(2) Unsure	411 20.1	243 24.0	157 16.3
	(3) I agree.	1408 68.8	669 66.0	726 75.2

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Table 7268.S
Student Career Survey

	Item Statement		*Total* N %	*Male* N %	*Female* N %
43.	teachers.	Omit. . .	50 2.4	4 0.4	6 0.6
	(1) I disagree		404 19.7	253 25.0	143 14.8
	(2) Unsure		716 35.0	391 38.6	314 32.5
	(3) I agree.		878 42.9	365 36.0	502 52.0
44.	other people I know.	Omit. . .	54 2.6	6 0.6	6 0.6
	(1) I disagree		197 9.6	127 12.5	65 6.7
	(2) Unsure		663 32.4	361 35.6	292 30.3
	(3) I agree.		1134 55.4	519 51.2	602 62.4
45.	school counselors.	Omit. . .	63 3.1	7 0.7	14 1.5
	(1) I disagree		526 25.7	314 31.0	204 21.1
	(2) Unsure		651 31.8	356 35.1	283 29.3
	(3) I agree.		808 39.5	336 33.2	464 48.1
46.	Check one:	Omit. . .	70 3.4	0 0.0	0 0.0
	(1) Male		1013 49.5	1013 100.0	0 0.0
	(2) Female		965 47.1	0 0.0	965 100.0
47.	Check the grade you are in:	Omit. . .	0 0.0	0 0.0	0 0.0
	(1) Grade 7.		187 9.1	90 8.9	97 10.1
	(2) Grade 8.		1751 85.5	866 85.5	818 84.8
	(3) Grade 9.		110 5.4	57 5.6	50 5.2

Item Statement	Total N %	Male N %	Female N %
1. Math is one of my favorite subjects. Omit. . .	0 0.0	0 0.0	0 0.0
(1) I disagree	490 28.4	219 25.9	261 30.8
(2) Unsure	387 22.5	172 20.3	211 24.9
(3) I agree.	846 49.1	456 53.8	376 44.3
2. Girls are often better at math than boys. Omit. . .	3 0.2	3 0.4	0 0.0
(1) I disagree	743 43.1	427 50.4	303 35.7
(2) Unsure	739 42.9	341 40.3	387 45.6
(3) I agree.	238 13.8	76 9.0	158 18.6
3. Being good at math will help me get a job in the future. Omit. . .	8 0.5	3 0.4	5 0.6
(1) I disagree	46 2.7	21 2.5	24 2.8
(2) Unsure	234 13.6	109 12.9	118 13.9
(3) I agree.	1435 83.3	714 84.3	701 82.7
4. In our school, both boys and girls are treated the same. Omit. . .	4 0.2	3 0.4	1 0.1
(1) I disagree	397 23.0	224 26.4	166 19.6
(2) Unsure	442 25.7	204 24.1	230 27.1
(3) I agree.	880 51.1	416 49.1	451 53.2
5. I think my school gives boys and girls the same chances. Omit. . .	10 0.6	3 0.4	6 0.7
(1) I disagree	258 15.0	153 18.1	99 11.7
(2) Unsure	423 24.6	193 22.8	223 26.3
(3) I agree.	1032 59.9	498 58.8	520 61.3
6. It is important that girls learn to be leaders. Omit. . .	4 0.2	3 0.4	1 0.1
(1) I disagree	403 23.4	230 27.2	168 19.8
(2) Unsure	580 33.7	307 36.2	261 30.8
(3) I agree.	736 42.7	307 36.2	418 49.3

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Table 7267.S
Student Career Survey

Item Statement	*Total* N %	*Male* N %	*Female* N %
7. Both boys and girls should be developing math, science, and computer skills. Omit. . .	5 0.3	2 0.2	3 0.4
(1) I disagree	49 2.8	27 3.2	21 2.5
(2) Unsure	222 12.9	92 10.9	126 14.9
(3) I agree.	1447 84.0	726 85.7	698 82.3
8. It is important that boys learn to be leaders. Omit. . .	15 0.9	3 0.4	12 1.4
(1) I disagree	332 19.3	122 14.4	208 24.5
(2) Unsure	480 27.9	200 23.6	271 32.0
(3) I agree.	896 52.0	522 61.6	357 42.1
9. Generally, teachers expect the same things of girls and boys. Omit. . .	17 1.0	9 1.1	8 0.9
(1) I disagree	225 13.1	141 16.6	79 9.3
(2) Unsure	314 18.2	152 17.9	158 18.6
(3) I agree.	1167 67.7	545 64.3	603 71.1
10. In school I am encouraged to do good work in math. Omit. . .	7 0.4	4 0.5	3 0.4
(1) I disagree	81 4.7	52 6.1	27 3.2
(2) Unsure	208 12.1	100 11.8	102 12.0
(3) I agree.	1427 82.8	691 81.6	716 84.4
11. In school I am encouraged to do good work in science. Omit. . .	8 0.5	4 0.5	4 0.5
(1) I disagree	80 4.6	45 5.3	34 4.0
(2) Unsure	223 12.9	114 13.5	100 11.8
(3) I agree.	1412 82.0	684 80.8	710 83.7
12. In school I am encouraged to do good work in reading. Omit. . .	9 0.5	5 0.6	4 0.5
(1) I disagree	79 4.6	48 5.7	29 3.4
(2) Unsure	223 12.9	111 13.1	106 12.5
(3) I agree.	1412 82.0	683 80.6	709 83.6

Item Statement	Total N / %	Male N / %	Female N / %
13. Doing good work in school is important to me. Omit. . .	5 0.3	4 0.5	1 0.1
(1) I disagree	40 2.3	30 3.5	10 1.2
(2) Unsure	161 9.3	88 10.4	70 8.3
(3) I agree.	1517 88.0	725 85.6	767 90.4
14. In school we learn about different careers. Omit. . .	3 0.2	0 0.0	3 0.4
(1) I disagree	262 15.2	133 15.7	121 14.3
(2) Unsure	604 35.1	275 32.5	323 38.1
(3) I agree.	854 49.6	439 51.8	401 47.3
15. Men often are paid more than women for doing the same job. Omit. . .	3 0.2	1 0.1	2 0.2
(1) I disagree	716 41.6	357 42.1	346 40.8
(2) Unsure	637 37.0	305 36.0	320 37.7
(3) I agree.	367 21.3	184 21.7	180 21.2
16. Teachers have helped me think about careers. Omit. . .	8 0.5	4 0.5	4 0.5
(1) I disagree	426 24.7	228 26.9	191 22.5
(2) Unsure	442 25.7	200 23.6	234 27.6
(3) I agree.	847 49.2	415 49.0	419 49.4
17. Most women work because they need the money. Omit. . .	13 0.8	6 0.7	7 0.8
(1) I disagree	462 26.8	175 20.7	280 33.0
(2) Unsure	617 35.8	315 37.2	291 34.3
(3) I agree.	631 36.6	351 41.4	270 31.8
18. The amount of money I will make is important to me when I think about career. Omit. . .	4 0.2	1 0.1	3 0.4
(1) I disagree	201 11.7	76 9.0	123 14.5
(2) Unsure	343 19.9	133 15.7	202 23.8
(3) I agree.	1175 68.2	637 75.2	520 61.3

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Table 7267.S
Student Career Survey

	Item Statement	*Total* N %	*Male* N %	*Female* N %
19.	It would be okay with me if a man was a nurse. Omit. . .	4 0.2	2 0.2	2 0.2
	(1) I disagree	254 14.7	183 21.6	65 7.7
	(2) Unsure	286 16.6	160 18.9	116 13.7
	(3) I agree.	1179 68.4	502 59.3	665 78.4
20.	It would be okay with me if a woman was an auto mechanic. Omit. . .	3 0.2	1 0.1	1 0.1
	(1) I disagree	145 8.4	110 13.0	29 3.4
	(2) Unsure	217 12.6	129 15.2	82 9.7
	(3) I agree.	1358 78.8	607 71.7	736 86.8
21.	I would consider becoming a carpenter. Omit .	16 0.9	3 0.4	0 0.0
	(1) I disagree	980 56.9	424 50.1	547 64.5
	(2) Unsure	434 25.2	228 26.9	202 23.8
	(3) I agree.	293 17.0	192 22.7	99 11.7
22.	I would consider becoming a secretary. Omit .	18 1.0	5 0.6	0 0.0
	(1) I disagree	849 49.3	610 72.0	230 27.1
	(2) Unsure	500 29.0	184 21.7	314 37.0
	(3) I agree.	356 20.7	48 5.7	304 35.8
23.	Computers and other technology, such as robots, are changing what kind of jobs there will be in the future. Omit. . .	20 1.2	6 0.7	1 0.1
	(1) I disagree	98 5.7	35 4.1	61 7.2
	(2) Unsure	376 21.8	133 15.7	240 28.3
	(3) I agree.	1229 71.3	673 79.5	546 64.4
24.	I feel the work I do in school is preparing me for jobs of the future. Omit. . .	23 1.3	8 0.9	2 0.2
	(1) I disagree	109 6.3	63 7.4	43 5.1
	(2) Unsure	247 14.3	125 14.8	122 14.4
	(3) I agree.	1344 78.0	651 76.9	681 80.3

	Item Statement	Total N %	Male N %	Female N %
25.	I would consider owning my own business. Omit.	21 1.2	6 0.7	2 0.2
	(1) I disagree	240 13.9	101 11.9	138 16.3
	(2) Unsure	577 33.5	255 30.1	315 37.1
	(3) I agree.	885 51.4	485 57.3	393 46.3
26.	Boys should be able to have any job. Omit.	20 1.2	3 0.4	4 0.5
	(1) I disagree	192 11.1	125 14.8	64 7.5
	(2) Unsure	247 14.3	135 15.9	109 12.9
	(3) I agree.	1264 73.4	584 68.9	671 79.1
27.	Girls should be able to have any job. Omit.	23 1.3	3 0.4	6 0.7
	(1) I disagree	220 12.8	171 20.2	47 5.5
	(2) Unsure	246 14.3	157 18.5	87 10.3
	(3) I agree.	1234 71.6	516 60.9	708 83.5
28.	Most men work because they need the money. Omit.	41 2.4	12 1.4	15 1.8
	(1) I disagree	368 21.4	185 21.8	181 21.3
	(2) Unsure	623 36.2	273 32.2	347 40.9
	(3) I agree.	691 40.1	377 44.5	305 36.0
29.	I believe I will work at a paying job most of my life. Omit.	22 1.3	7 0.8	1 0.1
	(1) I disagree	88 5.1	43 5.1	42 5.0
	(2) Unsure	467 27.1	202 23.8	263 31.0
	(3) I agree.	1146 66.5	595 70.2	542 63.9
30.	Women work at paid jobs nearly as many years as men. Omit.	18 1.0	1 0.1	2 0.2
	(1) I disagree	235 13.6	149 17.6	84 9.9
	(2) Unsure	732 42.5	356 42.0	371 43.8
	(3) I agree.	738 42.8	341 40.3	391 46.1

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Table 7267.S
Student Career Survey

Item Statement		*Total* N %	*Male* N %	*Female* N %
31. More and more children live in homes with just one parent.	Omit. . .	19 1.1	2 0.2	2 0.2
(1) I disagree		141 8.2	82 9.7	55 6.5
(2) Unsure		637 37.0	310 36.6	322 38.0
(3) I agree.		926 53.7	453 53.5	469 55.3
32. I plan to have a job.	Omit. . .	21 1.2	2 0.2	4 0.5
(1) I disagree		12 0.7	8 0.9	4 0.5
(2) Unsure		56 3.3	28 3.3	27 3.2
(3) I agree.		1634 94.8	809 95.5	813 95.9
33. I plan to have a family and a job.	Omit. . .	24 1.4	1 0.1	8 0.9
(1) I disagree		80 4.6	50 5.9	27 3.2
(2) Unsure		264 15.3	154 18.2	108 12.7
(3) I agree.		1355 78.6	642 75.8	705 83.1
34. I have learned about different jobs from watching television.	Omit. . .	26 1.5	7 0.8	4 0.5
(1) I disagree		252 14.6	131 15.5	121 14.3
(2) Unsure		369 21.4	148 17.5	217 25.6
(3) I agree.		1076 62.4	561 66.2	506 59.7
35. My family has helped me plan what I should be when I grow up.	Omit. . .	31 1.8	6 0.7	9 1.1
(1) I disagree		500 29.0	239 28.2	257 30.3
(2) Unsure		450 26.1	214 25.3	232 27.4
(3) I agree.		742 43.1	388 45.8	350 41.3
36. In our family, males and females share work at home.	Omit. . .	29 1.7	10 1.2	4 0.5
(1) I disagree		236 13.7	129 15.2	105 12.4
(2) Unsure		230 13.3	121 14.3	105 12.4
(3) I agree.		1228 71.3	587 69.3	634 74.8

	Item Statement		Total N %	Male N %	Female N %
37.	I feel good about myself.	Omit. . .	20 1.2	2 0.2	3 0.4
	(1) I disagree		57 3.3	31 3.7	26 3.1
	(2) Unsure		245 14.2	97 11.5	143 16.9
	(3) I agree.		1401 81.3	717 84.7	676 79.7
38.	I feel that I could be whatever I want to be when I grow up.	Omit. . .	17 1.0	0 0.0	2 0
	(1) I disagree		84 4.9	49 5.8	33 3.9
	(2) Unsure		194 11.3	102 12.0	89 10.5
	(3) I agree.		1428 82.9	696 82.2	724 85.4
39.	The way I feel about myself affects how well I do something.	Omit. . .	20 1.2	1 0.1	4 0.5
	(1) I disagree		124 7.2	71 8.4	52 6.1
	(2) Unsure		326 18.9	173 20.4	148 17.5
	(3) I agree.		1253 72.7	602 71.1	644 75.9
40.	I enjoy learning to do new things.	Omit. . .	26 1.5	3 0.4	6 0.7
	(1) I disagree		54 3.1	35 4.1	19 2.2
	(2) Unsure		262 15.2	146 17.2	113 13.3
	(3) I agree.		1381 80.2	663 78.3	710 83.7
41.	My friends and I talk about what we will be when we grow up.	Omit. . .	22 1.3	6 0.7	1 0.1
	(1) I disagree		416 24.1	232 27.4	180 21.2
	(2) Unsure		384 22.3	184 21.7	193 22.8
	(3) I agree.		901 52.3	425 50.2	474 55.9
42.	The career I choose is important to my parents.	Omit. . .	25 1.5	5 0.6	3 0.4
	(1) I disagree		228 13.2	115 13.6	113 13.3
	(2) Unsure		560 32.5	270 31.9	286 33.7
	(3) I agree.		910 52.8	457 54.0	446 52.6

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Table 7267.S
Student Career Survey

	Item Statement		*Total* N %	*Male* N %	*Female* N %
43.	My parents would support me in whatever career I choose.	Omit. . .	25 1.5	2 0.2	6 0.7
	(1) I disagree		64 3.7	33 3.9	31 3.7
	(2) Unsure		342 19.8	185 21.8	151 17.8
	(3) I agree.		1292 75.0	627 74.0	660 77.8
44.	I think people should choose careers they think they would be good at.	Omit. . .	24 1.4	2 0.2	4 0.5
	(1) I disagree		80 4.6	44 5.2	36 4.2
	(2) Unsure		192 11.1	83 9.8	105 12.4
	(3) I agree.		1427 82.8	718 84.8	703 82.9
45.	Check one:	Omit. . .	28 1.6	0 0.0	0 0.0
	(1) Male		847 49.2	847 100.0	0 0.0
	(2) Female		848 49.2	0 0.0	848 100.0
46.	Check the grade you are in:	Omit. . .	0 0.0	0 0.0	0 0.0
	(1) 5th grade.		146 8.5	76 9.0	70 8.3
	(2) 6th grade.		1577 91.5	771 91.0	778 91.7
	(3) 7th grade.		0 0.0	0 0.0	0 0.0

Item Statement		Total N %	Male N %	Female N %
1.	Being good at math and science will help me be ready for a good job. Omit . . .	2 0.1	1 0.1	1 0.1
	(1) Yes.	1577 87.6	793 89.1	776 86.5
	(2) No	221 12.3	96 10.8	120 13.4
2.	I think doing well in school will help me get a job when I grow up. Omit . . .	1 0.1	0 0.0	1 0.1
	(1) Yes.	1751 97.3	859 96.5	880 98.1
	(2) No	48 2.7	31 3.5	16 1.8
3.	At school, I am encouraged to be good at math. Omit . . .	4 0.2	2 0.2	2 0.2
	(1) Yes.	1462 81.2	711 79.9	740 82.5
	(2) No	334 18.6	177 19.9	155 17.3
4.	Sometimes at school different things are expected of boys and girls. Omit . . .	5 0.3	4 0.4	1 0.1
	(1) Yes.	1010 56.1	489 54.9	513 57.2
	(2) No	785 43.6	397 44.6	383 42.7
5.	At school, I am encouraged to be good at reading. Omit . . .	10 0.6	5 0.6	4 0.4
	(1) Yes.	1457 80.9	711 79.9	737 82.2
	(2) No	333 18.5	174 19.6	156 17.4
6.	Sometimes at school I get the feeling boys and girls are treated differently. Omit . . .	4 0.2	2 0.2	2 0.2
	(1) Yes.	1021 56.7	504 56.6	510 56.9
	(2) No	775 43.1	384 43.1	385 42.9
7.	The main reason people work is because they need the money they earn. Omit . . .	12 0.7	5 0.6	7 0.8
	(1) Yes.	1517 84.3	764 85.8	743 82.8
	(2) No	271 15.1	121 13.6	147 16.4
8.	Today, more women are working at paying jobs than in the past. Omit . . .	17 0.9	13 1.5	4 0.4
	(1) Yes.	1350 75.0	663 74.5	678 75.6
	(2) No	433 24.1	214 24.0	215 24.0

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Table 7266.S
Student Career Survey

Item Statement		*Total* N %	*Male* N %	*Female* N %
9. Some jobs pay more than others.	Omit . . .	5 0.3	3 0.3	2 0.2
(1) Yes.		1733 96.3	855 96.1	866 96.5
(2) No		62 3.4	32 3.6	29 3.2
10. I believe I will work at a job or career for most of my life.	Omit . . .	17 0.9	9 1.0	8 0.9
(1) Yes.		1291 71.7	656 73.7	626 69.8
(2) No		492 27.3	225 25.3	263 29.3
11. It is important to me how much money I will earn when I grow up.	Omit . . .	5 0.3	3 0.3	2 0.2
(1) Yes.		1228 68.2	655 73.6	563 62.8
(2) No		567 31.5	232 26.1	332 37.0
12. I think doctors make more money than secretaries.	Omit . . .	15 0.8	8 0.9	7 0.8
(1) Yes.		1393 77.4	691 77.6	693 77.3
(2) No		392 21.8	191 21.5	197 22.0
13. Usually the pay is the same for jobs men do and jobs women do.	Omit . . .	18 1.0	7 0.8	11 1.2
(1) Yes.		1161 64.5	561 63.0	592 66.0
(2) No		621 34.5	322 36.2	294 32.8
14. I think about becoming a medical doctor when I grow up.	Omit . . .	9 0.5	5 0.6	4 0.4
(1) Yes.		329 18.3	138 15.5	188 21.0
(2) No		1462 81.2	747 83.9	705 78.6
15. I think about becoming a nurse when I grow up.	Omit . . .	7 0.4	3 0.3	2 0.2
(1) Yes.		299 16.6	44 4.9	253 28.2
(2) No		1494 83.0	843 94.7	642 71.6
16. Today both boys and girls can grow up to be firefighters.	Omit . . .	6 0.3	0 0.0	4 0.4
(1) Yes.		1613 89.6	795 89.3	810 90.3
(2) No		181 10.1	95 10.7	83 9.3

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Item Statement	Total N %	Male N %	Female N %
17. Many women work because they need the money. Omit . . .	7 0.4	2 0.2	3 0.3
(1) Yes.	1551 86.2	776 87.2	765 85.3
(2) No	242 13.4	112 12.6	129 14.4
18. Many men work because they need the money. Omit . . .	13 0.7	4 0.4	6 0.7
(1) Yes.	1565 86.9	791 88.9	764 85.2
(2) No	222 12.3	95 10.7	127 14.2
19. Today more children live in homes with just one parent than in the past. Omit . . .	24 1.3	12 1.3	10 1.1
(1) Yes.	1068 59.3	493 55.4	572 63.8
(2) No	708 39.3	385 43.3	315 35.1
20. My grandmother works or has worked at a paying job. Omit . . .	28 1.6	11 1.2	15 1.7
(1) Yes.	1400 77.8	676 76.0	714 79.6
(2) No	372 20.7	203 22.8	168 18.7
21. My family believes it is important that I work at a job when I grow up. Omit . . .	11 0.6	4 0.4	4 0.4
(1) Yes.	1652 91.8	824 92.6	820 91.4
(2) No	137 7.6	62 7.0	73 8.1
22. I believe that when I grow up both husband and wife will need to work to pay the bills. Omit .	10 0.6	5 0.6	2 0.2
(1) Yes.	1514 84.1	723 81.2	783 87.3
(2) No	276 15.3	162 18.2	112 12.5
23. It would be okay with my parents if I decided to be a carpenter. Omit . . .	16 0.9	7 0.8	6 0.7
(1) Yes.	1214 67.4	629 70.7	577 64.3
(2) No	570 31.7	254 28.5	314 35.0
24. It would be okay with my parents if I decided to be a secretary. Omit . . .	10 0.6	4 0.4	2 0.2
(1) Yes.	1324 73.6	530 59.6	786 87.6
(2) No	466 25.9	356 40.0	109 12.2

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Table 7266.S
Student Career Survey

Item Statement	*Total* N %	*Male* N %	*Female* N %
25. Doing good work in school is important to me. Omit . . .	6 0.3	3 0.3	0 0.0
(1) Yes.	1718 95.4	838 94.2	872 97.2
(2) No	76 4.2	49 5.5	25 2.8
26. I feel that I am a leader in my class. Omit . .	22 1.2	9 1.0	10 1.1
(1) Yes.	607 33.7	339 38.1	265 29.5
(2) No	1171 65.1	542 60.9	622 69.3
27. I feel boys can do any jobs that girls can do. Omit . . .	11 0.6	4 0.4	4 0.4
(1) Yes.	1456 80.9	677 76.1	770 85.8
(2) No	333 18.5	209 23.5	123 13.7
28. I feel good about myself. Omit . . .	19 1.1	11 1.2	6 0.7
(1) Yes.	1642 91.2	802 90.1	832 92.8
(2) No	139 7.7	77 8.7	59 6.6
29. My friends and I talk about what we are going to be when we grow up. Omit . . .	7 0.4	2 0.2	3 0.3
(1) Yes.	1147 63.7	556 62.5	584 65.1
(2) No	646 35.9	332 37.3	310 34.6
30. People should choose jobs because they are good at that job. Omit . . .	15 0.8	8 0.9	4 0.4
(1) Yes.	1389 77.2	718 80.7	663 73.9
(2) No	396 22.0	164 18.4	230 25.6
31. I feel girls can do any job that boys can do. Omit . . .	14 0.8	7 0.8	4 0.4
(1) Yes.	1401 77.8	587 66.0	806 89.9
(2) No	385 21.4	296 33.3	87 9.7
32. I am good at math. Omit . . .	25 1.4	11 1.2	11 1.2
(1) Yes.	1438 79.9	735 82.6	694 77.4
(2) No	337 18.7	144 16.2	192 21.4

Item Statement		*Total* N %	*Male* N %	*Female* N %
33. I am:	Omit . . .	13 0.7	0 0.0	0 0.0
(1) Boy.		890 49.4	890 100.0	0 0.0
(2) Girl		897 49.8	0 0.0	897 100.0
34. The grade I am in is:	Omit . . .	0 0.0	0 0.0	0 0.0
(1) Grade 2.		118 6.6	50 5.6	67 7.5
(2) Grade 3.		603 33.5	315 35.4	286 31.9
(3) Grade 4.		1079 59.9	525 59.0	544 60.6

Appendix F

GESA Training
Agendas, Evaluation Summary, List of Participants

GESA Training
Bundy Hall Conference Center - Menomonie, WI
June 5-7, 1995

Agenda

Day One

AM 8:00 - 12:00

- Check In/Credit Registration/Refreshments
- Welcome - Remarks
- Introductions
- Overview of Workshop and Materials
- Background and History of GESA
- Moving Toward Educational Excellence Through Equity
- Introduction to Curriculum Issues

Lunch

PM 1:00 - 4:30

- Introduction of Curriculum Issues continued
- Area of Disparity - Instructional Contact
- Interactions - Response Opportunities & Acknowledgement
- Observation Procedures
- Group Reading Assignments and Worktime

Day Two

AM 8:30 - 12:00

- Check In/Announcements, Meeting with Unit Group
- Introductions to:
  - Area of Disparity - Grouping and Organization
  - Interaction - Wait Time and Physical Closeness
- Unit II Presentation
- Curriculum Area Study Time

Lunch

PM 1:00 - 4:30

- Curricular Area Study Time continued
- Introductions to:
  - Area of Disparity - Classroom Management/Discipline
  - Interactions - Touching and Reproof
- Unit III Presentation
- Introduction to:
  - Area of Disparity - Self-Esteem
  - Interaction - Probing and Listening
- Unit IV Presentation

Day Three

AM 8:30 - 12:00

- Check In/Announcements
- Unit V Presentation - Evaluation of Students, Higher Level Questioning/Analytical Feedback
- Unit VI Presentation - Postsecondary Considerations for GESA
- Curriculum Study Groups Reports

Lunch

PM 1:00 - 3:00

- Internal Motivational Beliefs
- Implementing GESA at the Local Level
- Summary/Questions and Answers/Wrap Up
- Action Planning
- Evaluation
- Presentation of Certificates

GESA Workshop Evaluation Summary
June 5-7, 1995
Bundy Hall Conference Center
Menomonie, Wisconsin
Trainer: Linda Riley

1. **What were the most beneficial aspects of the workshop for you?**

Discussions, hearing experiences and points of view of participants - differences i interpretation, getting "off track" and into other very interesting equity discussions.

The ideas, feedback, support of the participants. The photo sharing was super but get a timer - ding - time's up!

The new materials and the ideas on harassment and my own feeling and ideas that have to be focused on.

Having discussions with teachers who have had many years of experience. I heard a lot of good advice that I will be able to use.

Understanding the GESA model, even if I can't do training.

The curriculum issue materials that were available on display. Also the Technical College level participants gave me many ideas that I can use in many ways. The explanation of the training manual and the work with the other participants on planning a training.

Meeting new people with the same ideals about equity. Resource material, the GESA presentations.

The whole workshop and the interaction of everyone.

Sharing stories. Being able to be an active participant. Having the whole state have people together not just CESA. Working through the manual.

The role playing and then the discussion following the role play. It sometimes made the unit information more clear.

Increase of overall knowledge base. Understanding of problems in different areas.

Role playing observations.

The presentations by the groups on the areas of disparity. The discussions about recording observations. The group work - opportunities to get to know people by working with them in groups. The laughing!!

Going through the manual, learning to use the manual, and knowing that there is a lot of built-in structure for facilitators to base the GESA training on. Also, glad we got to practice observing and recording.

Role playing or "real" practice for recording. Resources available to look at, evaluate, and listen to critique. Great manual.

The sharing of ideas and materials presented.

The most beneficial would be the role model playing. This aspect will be the most beneficial.

The manner in which the workshop was run - it allowed everyone to participate and feel comfortable regardless of sex, race, etc.

Material to improve the process for students and teachers.

Resource materials and interaction with peers.

Meeting new people, learning about resources, having the chance to interact.

2. **What suggestions do you have for improvement in the workshop?**

Air conditioning?

Assign articles to read and others to "report" on. Clearer directions on what we were to do with curricular/resource materials.

Maybe stay on task a little bit better.

Keep the K-12/postsecondary apart since there are quite a few more things the VTAE System seems to need to discuss.

Video instead of role playing for introducing the recording techniques. More research that connects the training to student achievement.

Keep the pictures - limit the presentation to a minute and a half. I think it helps bond the group.

More material and resources if possible.

None. (5)

Keep more on the subject, sometimes we got way off the subject.

Maybe include one article in material sent out to read and report to group.

Better adherence to schedule.

More time spent on the areas of disparity and evaluation of curriculum areas.

Get video tapes, for us to practice coding, observing.

You have had the most wonderful workshop I have ever attended.

Video tape of recording practice.

3. **What is your overall reaction to the workshop?**

I learned a huge amount and had a great time and most importantly doubled the number of friends I have.

Wonderful location. "Free" "Loose"

Excellent workshop. Friendship and reaction with each other.

Really good and informative. I was a little worried that the information would be too hard to understand but I really understood everything.

A good mix of people. Being able to stay in the same house was very good for bonding and interacting with other participants.

Well done! Fun, have many ideas I want to go home and implement.

Excellent!! I wish more people had this opportunity. Keep up the good work.

Very good.

Great workshop. Neat to be involved. Shared expertise.

Great workshop. Lots of good information.

A great learning experience.

Helpful - fun.

It was fun!!

Fun, informative, very useful.

Kind of scary to go and facilitate.

Excellent

Number 10!

Great!!

Excellent materials. Well designed.

Positive

Very beneficial - I feel equipped to lead the training.

Additional Comments

Linda - You are lots of fun!

Great job Linda and Lolly.

Stout is great for the work it is doing to help spread this word.

Both of you are good role models.

GESA Participant List
June 5, 6 & 7, 1995

Name	Office	Phone/FAX
Bonita Amundson F/CE Instructor	School District of Marinette 1010 Main Street Marinette, WI 54143	Phone: (715) 732-7900 (w) Best time to call: anytime FAX: (715) 732-7929
Sue Barggren-Heath Speech Therapy	Marinette School District 1010 Main Street Marinette, WI 54143	Phone: (715) 732-7919 (w) Best time to call: anytime FAX: (715) 732-7929
Barbara Bendlin Nontraditional Project Coord.	Blackhawk Technical College 6004 Prairie Road Janesville, WI 53547	Phone: (608) 757-7752 (w) Best time to call: 8:00 - 5:00 FAX: (608) 757-7740
Clark Buchanan Tech Ed Instructor - High School	Markesan School District 100 Vista Blvd. Markesan, WI 53946	Phone: (414) 398-2373 Ext. 325 (w) Best time to call: 8:45 - 9:25 a.m. FAX: (414) 398-3281
Rachel Capozzi 2nd Grade Teacher	Eau Claire Area School District Sam Davey School 3000 Starr Avenue Eau Claire, WI 54703	Phone: (715) 839-2812 (w) Best time to call: 8:00-8:45 a.m.
Jean Cole Supervisor	Dept. of Elementary & Secondary Ed. P.O. Box 480 Jefferson City, MO 65102	Phone: (314) 751-8680 (w) Best time to call: 8:00 - 4:00 CT FAX: (314) 526-4261 E-Mail: jcole2@services.dese.state.mo.us
Eileen Dagen Director of Pupil Services, CHOICES Coordinator - Southeast Region	CESA #1 2930 South Root River Pkwy. West Allis, WI 53227	Phone: (414) 546-3000 (w) Best time to call: 7:30 a.m.- 5:00 p.m. FAX: (414) 546-3095
Jennifer Fostel Research Biochemist - Abbott Labs, Chair, Education/Equity Initiative Task Force Kenosha AAUW	American Association of University Women - Kenosha Branch 7413 Tenth Avenue Kenosha, WI 53143	Phone: (708) 937-2933 (w) Best time to call: LV message if unavail FAX: (708) 938-1021
Robert Gannon Director of Voc. Ed.	School District of Marinette 1010 Main Street Marinette, WI 54143	Phone: (715) 732-7920 (w) Best time to call: anytime FAX: (715) 732-7929
Jim Helden Coordinator, Programs for Transition	CESA #1 2930 S. Root River West Allis, WI 53227	Phone: (414) 546-3000 (w) FAX: (414) 546-3095
Sue Isaacson Elementary Teacher - Co Chair of Dist. Equity Com.	Southwestern School Box 368 Hazel Green, WI 53811	Phone: (608) 854-2261 (w) Best time to call: 3:15-3:45 p.m.
Rob Jackson Teacher	School District of Cornell P.O. Box 517, 205 S. 7th Street Cornell, WI 54732	Phone: (715) 239-6464 (w) Best time to call: 8:20 - 9:00 a.m.

Name	Office	Phone/FAX
Rubina Jan Instructor	Blackhawk Technical College 6004 Prairie Road, PO Box 5009 Janesville, WI 53547	Phone: (608) 757-7607 (w) Best time to call: 8:00 - 10:00 a.m. FAX: (608) 757-9409
Beverly Johnson Family & Consumer Educator, Equity Leader	Cornell High School P.O. Box 517, 205 S. 7th Street Cornell, WI 54732	Phone: (715) 239-6464 (w) Best time to call: 1:00 - 1:30 p.m. FAX: (715) 239-6467
Mary Jonker American Association of University Women - Kenosha Branch President	AAUW Kenosha Branch 5303 - 87th Place Kenosha, WI 53142	Phone: (414) 694-8209 (h) Best time to call: evening
William Kuehn Instructor	Markesan District Schools 100 Vista Blvd. Markesan, WI 53946	Phone: (414) 398-2373 (w) Ext. 353 Best time to call: 10:00 a.m. FAX: (414) 398-3281
Lori Larson LD Teacher	Gilmanton High School S889 Larson Road, Box 28 Gilmanton, WI 54743	(715) 946-3158 (w) Best time to call: 8:00 - 9:00 a.m. FAX: (715) 946-3474
John Lopez Student Services Specialist	Milwaukee Area Technical College 700 West State Street Milwaukee, WI 53233	Phone: (414) 297-6345 (w) Best time to call: 8:00 a.m. FAX: (414) 297-6711
Eugene Mechelke Title 1/Equity Coordinator	Gilman School District Box 188 Gilman, WI 54433	Phone: (715) 447-8776 (w) Best time to call: 11:00 a.m. FAX: (715) 447-8731
Sharri Olsen Guidance Counselor	Gilmanton School District S889 Larson Rd., Box 28 Gilmanton, WI 54743	Phone: (715) 946-3158 (w) Best time to call: M & F p.m. FAX: (715) 946-3474
Barbara Seguin Basic Skills Instructor	Blackhawk Technical College 6004 Prairie Road Janesville, WI 53547	Phone: (608) 753-7676 (w) Best time to call: 1:00 - 3:00 p.m. FAX: (608) 757-7740
Lorraine R. Steuck Elementary Physical Education - Highlands	Appleton Area School District 120 E. Harris Street Appleton, WI 54911	Phone: (414) 832-6161 (w) FAX: (414) 832-1725
Dorothy Walker Apprentice Coordinator	Milwaukee Area Technical College 700 West State Street Milwaukee, WI 53233	Phone: (414) 297-6501 (w) Best time to call: 9:00 a.m. FAX: (414) 297-6711
Alice Weickelt ESL Elementary Teacher	Eau Claire School District 500 Main Street Eau Claire, WI 54701 (Lincoln School)	Phone: (715) 839-2816 (w) Best time to call: Wed. p.m. or 8:00-9:00 or 3:30 - 4:00
Nancy Winkler Human Growth & Development Coordinator	CESA #6 P.O. Box 2568 Oshkosh, WI 54903	Phone: (414) 236-0534 (w) Best time to call: 8:00 - 4:00 FAX: (414) 424-3478